DOCUMENT RESUME

ED 192 038 CE 026 482

TITLE	A Descriptive Study of Vocational Education Programs in Nine State Correctional Institutions for Women. Final Technical Report.
INSTITUTION	One America, Inc., Washington, D.C.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO	498AH80014
PUB DATE	16 May 80
CONTRACT	300-78-0506
NOTE	173p.
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Adult Vocational Education; Comparative Analysis; *Correctional Education; Correctional Institutions; *Females; *Individual Needs; Literature Reviews; Needs Assessment; Occupational Aspiration; *Prisoners; *Program Effectiveness; Success; Surveys; Vocational Interests; Vocational Rehabilitation
IDENTIFIERS	Bedford Hills Correctional Facility NY; California Institution for Women; Florida Correctional Institution for Women; Huron Valley Womens Facility MI; Maryland Correctional Institution for Women; Massachusetts Correctional Institution; Minnesota Correctional Institution for Women; Nebraska Center for Women; Purdy Treatment Center for Women WA

ABSTRACT

This report details a study designed to contribute to knowledge about the state of the art of vocational education programs and about the vocational needs and aspirations of adult women offenders. Section 1 is composed of four parts: Executive Summary, Introduction and Purpose of the Study, Historical Perspectives, and Methodology. The discussion in this part covers the approach used to conduct an extensive literature search, develop criteria to identify successful vocational program components, select (nine) institutions for the site survey, develop survey instruments, and collect and analyze data. The first part of section 2 is a comparative analysis of vocational education programs in nine institutions based on eleven pre-determined criteria for success. Part 2 presents results of an assessment of vocational needs and aspirations of 390 incarcerated women based on responses to an instrument covering five categories of questions: personal background, education and training before incarceration, prior employment, experiences while incarcerated, and plans and aspirations after release. Section 3 outlines recommendations concerning philosophy and goals statement, needs assessment, institutional needs, job market/community needs, resource inventory, development of a vocational plan, implementation, monitoring, and evaluation. Appendixes include a selected bibliography, the two survey instruments, and institutional profiles. (YLB)

ED192038

REPORT NO. DHEW/OE-300780506

A DESCRIPTIVE STUDY OF VOCATIONAL EDUCATION PROGRAMS IN NINE STATE CORRECTIONAL INSTITUTIONS FOR WOMEN

ONE AMERICA, INC.
1625 Eye Street, N. W.
Suite 719
Washington, D. C. 20006

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE026 482

MAY 16, 1980

FINAL TECHNICAL REPORT

U. S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON, D. C.

NOTICE

The research reported herein was performed pursuant to a contract with the U. S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official departmental position or policy.

1. Report No. DHEW/OE #300780506	2. Government Accession No.	3. Recipient's Catalog No.
4. Title and Subtitle A Descriptive Study of Vocational Education Programs in Nine State Correctional Institutions for Women		5. Report Date May 16, 1980 6. Performing Organization Code
7. Author(s)		8. Performing Organization Report
9. Performing Organization Name and Address ONE AMERICA, INC. 1625 Eye Street, N. W., Suite 719 Washington, D. C. 20006		10. Work Unit No.
12. Sponsoring Agency Name and Address U. S. DEPARTMENT OF EDUCATION OFFICE OF VOCATIONAL AND ADULT EDUCATION 7th and D Streets, S. W. WASHINGTON, D. C. 20202		11. Contract or Grant No. DHEW/OE #300780506 13. Type of Report and Period Covered
15. Supplementary Notes		14. Sponsoring Agency Code

16. Abstract

An extensive literature search, including contact with national and local organizations will determine the state-of-the-art of vocational education programs in State correctional institutions for women. An Advisory Committee will facilitate the identification of current effective vocational education programs. Two instruments will be administered at each of the nine facilities selected for on-site review. Instrument 1, A Descriptive Study of Vocational Education Programs in Nine State Correctional Institutions for Women, is designed to provide descriptive documentation of the vocational education programs at each selected site. Instrument 2, Survey of Vocational Needs and Aspirations of Adult Women Offenders, is designed to elicit the vocational needs and aspirations of vocational education program participants at each selected site. The data from these two survey instruments will be presented in a Monograph. This Monograph will describe components of effective vocational education programs; examine successful implementation and support strategies; and identify vocational training experiences, needs and aspirations of a selected sample of incarcerated women. The Monograph will be reviewed directly and substantively at four regional workshops by State correctional institution staff and State vocational education representatives. Following these reviews, it will be finalized, then mailed to all State vocational education directors and to the administrators of women's correctional institutions.

17. Key Words	18. Distribution Statement		
19. Security Classif. (of this report)	20. Security Classif. (of this page)	21. No of pages	22. Price

ACKNOWLEDGEMENTS

One America, Inc., wishes to acknowledge the assistance and cooperation provided by many individuals who contributed to the research efforts that led to this Final Report.

We are particularly appreciative of Ms. Lois Taylor Holsey, who so ably directed the study and was the principal author of this Final Report. Critical assistance was provided by the Study's key advisor, Mario George, former Federal Education Program Specialist, Ms. Joan Miller, the Senior Research Analyst, and Ms. Clarrissa D. Drye, the Research Assistant.

We greatly appreciate our Project Monitor, Velma S. Brawner, who provided many helpful suggestions, and Research Branch Chief, Glenn Boerrigter, of the Office of Vocational and Adult Education, who provided guidance on key decisions.

The Study benefitted significantly from the advice and counsel of our Advisory Committee who devoted considerable effort throughout the project. The Committee was composed of administrators and vocational educators of State corrections facilities for women, academicians specializing in criminal justice planning, and other corrections experts. The names and affiliations of the Advisory Committee are listed on the page which follows.

A large number of consultants from diverse geographical areas provided us with a wide range of insights.

We are indeed grateful to the administrators and vocational educators of the nine State corrections institutions for their responsiveness to the Study efforts. The helpful critiques of their States who participated in the four regional workshops is also acknowledged.

To the hundreds of anonymous women offenders who so willingly responded to us during the on-site survey by voluntarily and sincerely completing the questionnaire and offering their reflections, we say - THANK YOU.

Elaine B. Jenkins
President
One America, Inc.

MEMBERS OF ADVISORY COMMITTEE

Penny Bernhardt
Warden
Tennessee Prison for Women
Stewart's Lane, Route #3
Nashville, Tennessee 37218

John T. Brown
Coordinator, Education Services
District of Columbia Department of Corrections
614 H Street, N. W.
Suite 1008
Washington, D. C. 20001

Dr. Bennett Cooper
Deputy Director of Department of Economic and Community Development
State Office Tower - 26th Floor
Columbus, Ohio 43215

Nathaniel Fisher
Associate Warden (Retired)
20413 Loyal Avenue
Ettrick, Virginia 23803

Sonny Jameson
Rogers-Jenkins Institute for Continuing Education
Rikers Island
East Elmhurst, New York 11370

Sylvia McCollum
Education Administrator
Bureau of Prisons
320 First Street, N. W.
Washington, D. C. 20530

Dr. T. A. Ryan
Associate Dean
College of Criminal Justice
University of South Carolina
Columbia, South Carolina 29208

Dr. Claudine Schweber
Department of Criminal Justice
State University College at Buffalo(SUC/B)
Buffalo, New York 14222

Harry Traurig
State Parole Commission
1 Investment Place
Suite #601
Towson, Maryland 21204

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS	i
MEMBERS OF ADVISORY COMMITTEE	ii
SECTION I:	
A. EXECUTIVE SUMMARY	1
B. INTRODUCTION AND PURPOSE OF THE STUDY	8
C. HISTORICAL PERSPECTIVES	10
D. METHODOLOGY	17
Literature Search	17
Criteria for Successful Vocational Education Programs	20
Selection of Institutions for Study	21
Survey Instrument	29
Data Analysis	30
Preparation and Review of the Monograph	31
SECTION II.	
A. COMPARATIVE ANALYSIS OF VOCATIONAL EDUCATION PROGRAMS	33
Overview	33
Administration and Operations	38
Staff Qualifications and Training	39
Certification, Licensing and Accreditation	40
Student Assessment, Selection, and Guidance	41
Types of Program Activities	43
Curricula and Instructional Methodologies	46
Vocational Education Expenditures	47
Contacts with Outside Agencies	47
Job Placement and Follow-Up	48
Salaries	49
Other Support Strategies	49

TABLE OF CONTENTS (continued)

PAGE

SECTION II. (continued)

B. ASSESSMENT OF VOCATIONAL NEEDS AND ASPIRATIONS OF PROGRAM PARTICIPANTS 50

Personal Background 51
Education and Training Before Incarceration 59
Employment Before Incarceration 65
Experiences While Incarcerated 73
Plans After Release 86

SECTION III.

RECOMMENDATIONS 93

Philosophy and Goals Statement 96
Needs Assessment 96
The Institutional Needs 96
The Incarcerated Woman's Needs 97
The Job Market/Community Needs 98
Resource Inventory 99
Development of a Vocational Plan 99
Implementation 100
Monitoring 102
Evaluation 103

TABLE OF CONTENTS

PAGE

TABLES:

TABLE 1 - State Corrections Facilities for Women 22
TABLE 2 - Descriptive Data on Nine Survey Institutions 25
TABLE 3 - Division of State Vocational Program Operations 34
TABLE 4 - Vocational Education Courses: By Institution 36
TABLE 5 - Selected Institutions: Current Population, Vocational Participants, Respondents to Questionnaire 37
TABLE 6 - Types of Vocational Courses 44
TABLE 7 - Respondents Enrolled in Vocational Education Courses: By Race 52
TABLE 8 - Respondents Enrolled in Vocational Education Courses: By Age 54
TABLE 9 - Marital Status of Respondents 55
TABLE 10- Number of Children Per Respondent: By Institution 58
TABLE 11- Prior Education Level: Total Number of Respondents: By Race 61
TABLE 12- Prior Education Level: Total Number of Respondents: By State and Row and Column Percent 62
TABLE 13 - Pre-Incarceration Training Skills of Respondents: By State 64
TABLE 14 - Prior Work Experience of Respondents 66
TABLE 15 - Length of Pre-Incarceration Employment on Best Liked Job: By Number of Months, By Institution 68
TABLE 16 - Respondents Weekly Salary in Best Liked Job Before Incarceration 70

TABLE OF CONTENTS (continued)

	PAGE
TABLE 17 - Reasons Respondents Left Best Liked Job Prior to Incarceration: By State	72
TABLE 18 - Respondents Length of Incarceration and Anticipated Months Before Release	74
TABLE 19 - Means Through Which Respondents Learned of Vocational Course in Which Enrolled	76
TABLE 20 - Value of Course to Respondents	78
TABLE 21 - Vocational Needs - Immediate and Post-Release Cross-Tabulations	81
TABLE 22 - Immediate Vocational Needs: By Number	82
TABLE 23 - Immediate Vocational Needs: By Percent	83
TABLE 24 - Post-Release Vocational Needs: By Number	84
TABLE 25 - Post-Release Vocational Needs: By Percent	85
TABLE 26 - Job Aspirations of Respondents Immediately Following Release and Five Year Following Release: By Occupation, Number and Percent	87
TABLE 27 - Respondents Immediate and Five Years After Release Job Plan Cross-Tabulations	89

TABLE OF CONTENTS (continued)

PAGE

FIGURES:

FIGURE 1 - Respondents Enrollment in Traditional/ Non-Traditional Courses 51
FIGURE 2 - Marital Status: By State, Number and Column % 56
FIGURE 3 - Respondents Number of Months in Best Liked Prior Job: By Occupational Categories 67
FIGURE 4 - Planning the Vocational Program 95

APPENDICES:

APPENDIX I: 106
SELECTED BIBLIOGRAPHY

APPENDIX II: 107
SURVEY INSTRUMENTS:
A - A Descriptive Study of Vocational Education Programs in Nine State Correctional Institutions for Women
B - Survey of Vocational Needs and Aspirations of Adult Women Offenders

APPENDIX III: 108
INSTITUTIONAL PROFILES:
Bedford Hills Correctional Facility
California Institute for Women
Florida Correctional Institute for Women
Huron Valley Women's Facility
Maryland Correctional Institution for Women
Massachusetts Correctional Institute, Framingham
Minnesota Correctional Institution for Women
Nebraska Center for Women
Purdy Treatment Center for Women

APPENDIX IV: 109
REGIONAL WORKSHOP PARTICIPANTS:
Central Regional Workshop, Detroit, Michigan
Eastern Regional Workshop, Washington, D. C.
Western Regional Workshop, Denver, Colorado
Southern Regional Workshop, Miami, Florida

SECTION I-A

EXECUTIVE SUMMARY

During the 1970s the vocational needs of women and the lack of opportunities available to them beyond the traditional occupations became the focus of increased attention in our society. Traditionally, the woman's role in society has been more dependent and domestic than that of a man. In the past many rehabilitation specialists and prison administrators have accepted the notion that a woman is usually supported by a man, may be suited only for a few jobs, and if given a choice would prefer to stay at home caring for children rather than work.

There are significantly fewer women in prison than men. Approximately one out of every five arrested, one of every nine convicted, and one of every thirty persons sentenced to jail or prison is a woman. This relatively small number of women, as compared to the number of men, has resulted in a lack of attention to the special needs of this population. They simply are fewer, less violent in general, and attract less public notice.

The Office of Vocational and Adult Education sponsored this project to provide a broader base of information on programs in women's prisons. There was little known about the types of programs offered in the facilities and whether these were those most useful to the incarcerated women. The links between the State Departments of Education and Corrections were undocumented; it was not clear whether the State plans for vocational education were developed with the participation of corrections staff and included programs for prison populations. Furthermore, there was not understanding of the types of programs that the women themselves wanted or felt would help them upon release.

This Study was designed to contribute to knowledge about the state-of-the-art of vocational education programs and about the vocational needs and aspirations of adult women offenders. The methodology used to achieve these two objectives include: conduct an extensive literature search, develop criteria to identify successful vocational program components, select institutions for the site survey, develop survey instruments, and collect and analyze the data.

In summary, the literature search substantiated the need for a current, systematic research approach directed at the target population of this effort - adult women offenders incarcerated in State correctional institutions. Based on the

literature search, the One America project staff developed a bibliography on female offenders and vocational education programs in corrections.

The directive from the Office of Vocational and Adult Education stipulated that One America would study successful programs at nine institutions. The purpose of this directive was to ensure that the study would identify and describe successful programs which could be replicated or adapted for use by other State institutions.

There were several problems which arose in developing criteria of success for use in assessing State programs, and in identifying the characteristics of vocational education programs at the various State corrections facilities. Those problems were related to the lack of data on success components such as placement and follow-up activities, as well as on the actual criteria themselves. There were no criteria or standards for measuring success which had been tested for women's vocational programs. Additionally, the lack of national data on vocational education programs in women's correctional facilities limited the study team's ability to make an initial and thorough appraisal of the programs which should be candidates for in-depth study.

The project staff resolved these problems for purposes of the study by:

- Using the assistance of the Advisory Committee in developing criteria of success which could be further tested in the site visits.

- Compiling data on State vocational education programs both formally and informally through the literature, the Advisory Committee and through direct inquiries to State correctional facilities.

The contractor designed a two-part instrument designed to collect information to satisfy the two principle objectives of the project:

- Document the successful components of the vocational education programs in the women's correctional institutions, and

- Identify the vocational needs and aspirations of adult women offenders.

Each of the two parts was administered at all nine sites. The first portion related to the vocational education program offered at the institution. It included separate sections on the:

- Administration of the programs in the institution.
- Expenditures for education and sources of funding.
- Types of vocational education programs offered.
- Methods of instruction used and perspectives of success.
- Student selection processes.
- Placement and follow-up services.
- Recidivism.

The second part of the interview instrument was used in collecting information from the incarcerated women at each of the institutions. It included sections on the following:

- Personal background.
- Education and training before incarceration.
- Employment before incarceration.
- Experience in vocational education programs.
- Needs and aspirations.

The results of the comparative analysis of vocational programs in the nine selected facilities reveal a commitment to vocational activities as specialized functions of an overall educational program. Vocational activities have recently increased by number and expanded by type. Many vocational courses have been in existence for less than two years, and a major increase is in areas of non-traditional training. However, enrollments in a number of non-traditional activities that developed as pilot programs are low, when compared to overall vocational enrollments. Although a number of the criteria to support success of vocational activities were found in each of the institutions, the unavailability of data on job placement rates and follow-up precludes determination of overall program success.

Both administrative and vocational operations personnel indicated a personal commitment to specific vocational activities, however, total institutional staff cohesiveness concerning overall goals of the vocational program was far greater in institutions with formal staff training programs. The majority of the vocational operations staff have work experience and certification in their respective fields, but limited experience in working in a correctional setting. These staff persons tended to create and utilize community ties to assist in developing training activities that would realistically prepare enrollees for their reintegration into the community.

The vocational education curriculum in these institutions is competency based, and instruction is primarily individualized. The respondents comments concerning both the value of the course and the individual instructor overwhelmingly relate to the instructor's affectiveness in expressing concern for the women as human beings. Human dynamics is a discriminating factor that provides insight to the reality of the individual institutions, and its vocational education programs. This one factor is a common dimension of program activities that characterized similar actions in different ways in different settings.

The vocational course participant's assessment, selection and guidance is largely determined by the institution's classification procedure. In each of the institutions, a team approach is used. Much of the guidance, however, is informal and is performed by a vocational administrator or an individual instructor. Such individual counseling was observed to be centered around crisis situations, rather than efforts to support the on-going success of the woman in the institution and to prepare her for success after release. In the institutions' overall counseling unit, diagnostic personnel had heavy case loads, and assessment was directed towards the woman's adaptation to institutional life.

Although all the study institutions had both traditional and non-traditional vocational activities, these activities vary among the institutions from being all on-site group activities (California and Florida) to highly diversified on-site/off-site, group and individualized activities (Maryland). Outside agency contacts were far more prevalent in non-traditional, newly instituted, or vocational activities with Advisory Committee members.

In correctional institutions for women; which represent complex, closed societies; both fairly obvious and subtle realities impact the woman's view of vocational training.

The broad goal of vocational education is realized when the trainee is placed successfully in gainful employment by virtue of the skills developed in the vocational education program. It follows that the effectiveness of specific components should or must be judged in terms of a planned progression of clearly defined objectives that lead to this vocational education goal. To the extent that these components, as delivered to and received by the woman prisoner who is participating in the program, are effective in meeting its planned objectives; the program is considered successful or effective.

The responsibilities, burdens and reward systems vary between top administrative personnel and program operations personnel; which in turn vary from the predicament and concerns of incarcerated women. The acknowledgement of these different perspectives is critical to any discussion of the relationship between the specific components to support program effectiveness and the incarcerated woman's view of the effectiveness of the training in which she is involved. In general, her primary objective is survival in, and release from, the experience of incarceration. The particular vocational activity is viewed within the context of personal immediate needs that directly relate to the individual's survival as a prisoner. It is primarily in those vocational activities that provide her with the opportunity to lessen the harsh impact of this reality, such as off-grounds training, that she can focus on the expected benefits of her training. For those vocational activities conducted within the institution itself, women tend to focus on how well the instructor expressed concern and interest for her as a human being and projected the training as meaningful to her current and future predicament. In the absence of having this need satisfied, the vocational activity was viewed as just "something to do'.

An additional primary need expressed by the women includes contact with the 'free world'. Responses from women in vocational activities that had components that addressed this need, reflect more satisfaction than training which did not include this component. It was observed that those programs with criteria that provide these linkages - specific labor market information or special instructional techniques that provide opportunities for outside visits or involvement with community representatives - do contribute to program success from the woman's point of view. These components were found to exist more often in non-traditional approaches. However, a significant number of women in traditional programs with outside linkages viewed those programs favorably.

The personal feelings expressed by the respondents, both throughout the questionnaire and in response to a specific inquiry on personal feelings concerning vocational needs and aspirations, cover a range of issues and a number of pertinent attitudes. Women tended to focus on, and expressed high value for human factors such as caring and interest in who she is and what she needs. In addition to expressions of self-determination, a number of prominent attitudes were prevalent throughout these institutions. These include hopelessness, confusion, fear and outrage. Detected in this research effort, was the importance of the individual's self-awareness in providing a frame of reference from which to respond to fairly in-depth questions. Responses from those women who expressed determination for future successes tended to reflect positive and strong self-values that existed either with, or in spite of, staff support. It can therefore be deduced that improvement of self-value should be an objective or programs in all areas of institutional life. Further, if self-awareness is recognized as a need that is addressed by program activities, specific levels could be identified within which the development of an individual's aspirations could be examined. These issues should be included among future research objectives in order to develop a clearly understood dimension for ascertaining the attitudes and behavior of incarcerated women.

The need of vocational education, today, in women's State correctional institutions is that programs be understood, planned, conducted, evaluated, and constantly improved to be commensurate with scientifically determined needs of the women and of society. It is imperative that those individuals involved with the custody and training of incarcerated women understand the potential of any program in light of the women's realities.

The project staff used the information collected at the nine sites to prepare a Monograhy entitled "A Descriptive Study of Vocational Education Programs in Nine State Correctional Institutions for Women." The Monograph was directed toward corrections administrators and leaders of vocational education programs for women. It was designed to provide a broad perspective of current opportunities and courses within State institutions, as well as describe the components of programs which were viewed as successful.

The Draft Monograph was presented for critical review at four regional workshops. These sessions brought together groups of staff from State Education Agencies and Departments of Corrections, institutional administrators, vocational education staff. Each of the sessions focused on three areas:

the state-of-the-art in vocational education programs and the necessary components in a successful program, the vocational needs and aspirations of incarcerated women as viewed by women offenders who spoke at the sessions, and the support services which are needed in the community to assist in effective vocational education programming and the successful transition of women offenders from the institution to the community.

The Monograph was revised and a new expanded section added to reflect a consensus on successful program components reached by the participants at the four workshops. Included in "A Planning Model for Vocational Education Programs in Correctional Settings for Women" is a series of planning steps for improving programs. The Final Monograph was reviewed by individuals selected from each workshop. The final step in the project was the dissemination of the Monograph to those from the workshops and to the larger corrections and vocational education community.

The vocational activities in the study institutions were in a state of flux: new programs are being planned, and attempts are being made to improve monitoring and to perform evaluations. The greatest need expressed in the study institutions was to develop improved vocational activities that would better meet the needs of the institution, the needs of the women, and the needs of the community.

SECTION I-B

INTRODUCTION AND PURPOSE OF THE STUDY

During the 1970s the vocational needs of women and the lack of opportunities available to them beyond the traditional occupations became the focus of increased attention in our society. As a result of Congressional concerns, the Vocational Education Act was amended to include language requiring states to assure equal access to vocational education programs for both men and women by including the following in their plans:

- A detailed description of such policies and procedures.
- Actions to be taken to overcome sex discrimination and sex stereotyping in all State and local vocational education programs.
- Incentives to be provided to eligible recipients so that such recipients will:
  - encourage the enrollment of both women and men in non-traditional courses of study.
  - develop model programs to reduce sex stereotyping in all occupations.

In response to this amendment, changes have been made in the vocational programs offered through the public school systems. However, the Office of Vocational and Adult Education has found that few changes have taken place in women's correctional facilities. Studies completed in the mid 1970s revealed patterns of distinctively different treatment of men and women offenders in vocational education programs.

Traditionally, the woman's role in society has been more dependent and domestic than that of a man. Many of the rehabilitation specialists and prison administrators accept the notion that a woman is usually supported by a man, may be suited only for a few jobs, and if given a choice would prefer

to stay at home caring for children rather than work.

There are significantly fewer women in prison than men. Approximately one out of every five arrested, one of every nine convicted, and one of every thirty persons sentenced to jail or prison is a woman. This relatively small number of women, as compared to the number of men, has resulted in a lack of attention to the special needs of this population. They simply are fewer, less violent in general, and attract less public notice.

Resources for training are limited due to the fact that most of the funding for prisons and jails comes from State and local governments, with little Federal participation. The legislatures often accept traditional notions about women and employment and choose to use the limited funding for services and programs in the men's facilities. The assumption is made that men need more training than women.

The national data that are available support these views of vocational education programs for men and women. Most surveys show that men in prison are offered an average of ten courses in financially rewarding fields such as electronics, printing, plumbing, data processing, radio and television repair, and welding. In contrast, women are offered an average of three courses which usually provide employment at the minimum wage. Those courses usually include housekeeping, cosmetology, food services and secretarial training.

More importantly, there are no national comprehensive data on vocational education programs offered in women's prisons. In the larger surveys of correctional institutions, programs for men were the primary focus. Since women constitute a small proportion (5%) of the total prison population, it was not surprising that little research has been undertaken.

The Office of Education sponsored this project to provide a broader base of information on programs in women's prisons. There was little known about the types of programs offered in the facilities and whether these were those most useful to the inmates. The links between the State Departments of Education and Corrections were undocumented; it was not clear whether the State plans for vocational education were developed with the participation of corrections staff and included programs for prison populations. Furthermore, there was not understanding of the types of programs that the women themselves wanted or felt would help them upon release.

SECTION I-C

HISTORICAL PERSPECTIVES

The original and dominant model of justice utilized throughout the development of western civilization is punishment for crime. As stated by Chief Justice William Howard Taft in 1928.

> "The chief purpose of the prosecution of crime is to punish the criminal and to deter others tempted to do the same thing from doing it because of the penal consequences...it is a mistake of huge proportion to lead criminals by pampering them, and by relaxing discipline of them and the harshness of prison life, to think that they are wards of the state for their comfort, entertainment, and support." (Menninger, 1966).

As early as 1798, efforts were made by prison reformers to introduce education in correctional institutions. The Quakers taught inmates locked in solitary confinement to read so that the inmates might profit from the Bible and other religious writings. This led to the development of prison schools, which introduced writing amd arithmetic as beneficial leisure activities, as well as work programs consisting of a variety of crafts. (Davis, 1978). By 1847, legal recognition was made of academic education in correctional institutions (McKelvy, 1977), through the New York State law providing for the appointment of two instructors to each state prison. (Tappan, 1960).

"Education is a matter of primary importance in prisons" was declared by the National Prison Association in 1870. (Davis, 1978). Identified in the Association's "Principles of Prison Discipline" were both academic learning and vocational training. By the end of the 19th century, academic and vocational programs were common in the men's prisons in those states with the most progressive attitudes towards incarceration. By 1935, objectives were articulated for correctional education in New York Correctional Law:

> "The objective of a prison education in its broadest sense should be socialization of the inmates through varied impressional and expressional activities, with emphasis on individual inmate needs. The objective of this program shall be the return of these inmates to society with a more wholesome attitude

> towards living, with a desire to conduct himself as a good citizen and with a reasonable chance to maintain himself and his dependents through honest labor. (Reid, 1976).

This statement encompasses most of the contemporary ideas concerning rehabilitation. Yet, a number of crime commissions in recent decades have criticized prisons for failure to achieve success in rehabilitating inmates, and have called for new approaches to effect this goal. The 1967 crime commission declared that "Corrections do not correct...the conditions under which many offenders are handled, particularly in institutions, are often a positive detriment to rehabilitation." (Silberman, 1980).

The call for substantial and rapid prison reform has continued to be repeated. The 1973 Standards and Goals Commission reports that "The American Correctional System today appears to offer minimum protection to the public and maximum harm to the offender." (Silberman, 1980). Efforts to change a correctional system based on strict supervision and regimentation during custodial confinement have been hampered by a lack of commitment to "the philosophy of rehabilitation with sufficient clarity to provide the funds essential to a truly modern correctional system." (Roberts, 1971).

Two distinct approaches have been offered as parameters for the idea of rehabilitation. (Jones, 1977). Treatment refers to the psychological needs of individuals within the environment of incarceration. Reintegration focuses on the multiple needs of individuals for a successful return to society. A 1976 report by the Bureau of Occupational and Adult Education described the role of vocational education in corrections as follows:

> "The reintegration model in corrections makes one primary assumption which automatically results in a rationale for vocational education in corrections. This primary assumption, that the offender needs to make some kind of effective adjustment to society, derives primarily from the fact that offenders have a history of short-term, low-skill, seasonal work at low wages and long-periods of unemployment and that 95% of offenders will return to the community through parole or at the end of their sentences. A rationale which appears logical and valid for vocational education in corrections then develops from this assumption. The rationale

> goes something like this: the offender needs training in up-to-date, marketable skills and exposure to the best of teachers and teaching methods. Vocational education for the offender, then, is considered the mechanism by which the offender becomes first rehabilitated and then reintegrated into society with no economic incentive to return to crime. The offender is also, then, assumed to have no psychological incentive because excellent relevant training has resulted in post-release job satisfaction." (USOE, 1976).

This description of the expected outcome of vocational education echoes early recommendations made by The Committee on the Care and Training of Delinquent Women and Girls in 1927:

> The training of delinquent women and girls under custodial care in the correctional institutions of the country has been considered from many points of view, but never before from the economic point of view. This has been due largely to the fact that the working out of an industrial program necessarily involves many factors beyond the scope of the correctional institutions and beyond the ken of those charged with their administration.
>
> The test of the efficiency of the correctional institutions is the ability of those released from them to live honest, decent lives and to earn their daily bread through work rather than through crimes against property or morals.
>
> Training adequate to provide a woman with the skill which will find her a job when she leaves the institution postulates an industry run on a basis similar to that of an outside workshop. Production in the institutional shop must follow the lines of general production and an adequate market for the products must be secured. (1927).

Indiana Women's Prison was established in 1873, thus making it the first prison for women. When opened in 1877, the Massachusetts Reformatory for Women held up to five hundred women in single rooms in one large building. The work activities for the population included flagmaking, sewing, knitting, dairywork and farming.

By 1962, there were sixty-two State penal and correctional institutions in the United States that housed women. Approximately twenty-five percent of the population in each institution

were required to perform duties to support the running of the institution, which included office work and household activities. Sewing, knitting, laundering, farming, canning, and household work were designated as practical industries for the involvement of the remainder of the population. The early 1927 survey committee based its determination of the types, grade, and quantities of commodities recommended for production in institutional workshops on a consideration of where, how, and in what quantities these commodities could be sold. Additionally the following areas of concern were identified and discussed:

- Need for capital funds for initial operations.
- Management and control, role of institution and role of Advisory Committees.
- Selection, training and individual needs of workers.
- Identification of the market for products.
- Specifications for commodities to be produced.
- Incentive wages for inmates.

These same issues have continued to be repeated by major vocational education research efforts throughout the last fifty years. However, national data based on Women's State Correcional Institutions would be unavailable until 1977, when Ruth Glick completed a "National Study of Women's Correctional Programs."

Proposed by one extensive research effort, "Vocational Preparation in U. S. Correctional Institutions - A 1974 Survey", were evaluation criteria by which to assess the effectiveness of vocational activities in correctional institutions. Information was obtained from seventy percent of all correctional institutions for male or female, adult or juvenile offenders in the United States. The most significant findings concerned the need for vocational preparation, the current potential, and the current weaknesses of programs. Recommended criteria include:

- The institution has at least ten vocational training programs.
- Inmate preferences play an active role in assignment to programs.
- Inmates are formally reviewed for reassignment every six months or less.

- There is at least one minimum aptitude or achievement requirement for entrance into programs.
- The institution regularly provides vocational guidance and counseling for a majority of inmates.
- The institution regularly provides job placement services for trainees.
- The institution has a formal system for following up released trainees to evaluate training.
- The institution has an active citizens advisory committee.
- Outside business or industry regularly tour the institution's training facilities.
- There are regularly scheduled trips to local businesses or industries.

In a 1978 report entitled "Breaking Out: Improving Vocational Education in Correctional Institutions", the following problem areas were found to have been addressed by eleven major studies:

- Institutional factors.
- Planning.
- Funding and program size.
- Inmate selection and incentive.
- Linkage to prison services.
- Linkage to outside services.
- Teaching.
- Equipment and facilities.
- Transition services.
- Placement.
- Follow-up and evaluation.
- Research.

A number of new standards have been developed in the latter 1970's for correctional vocational education. The Commission on Accreditation for Corrections issued two Standards Manuals in 1977. The American Bar Association, also in 1977, issued a tentative Draft of Standards Relating to the Legal Status of Prisoners. Additionally, Federal Standards for Corrections, issued by the United States Department of Justice, contain sixteen statements which cover inmate education and training. Most recently, the United States Office of Education funded an effort by the National Center for Research in Vocational Education at Ohio State University. The result was a list of thirty-four standards for operating vocational programs in a prison environment.

The most recent research emphasis has been directed towards a careful assessment of the needs of the target population. Included among the many need areas identified are:

- Determination of educational and skill ability
- Determination of interests
- Development of "positive" world of work attitudes
- Information on occupational and job market possibilities
- Skill training for job hunting, applications and interviews
- Financial management skills

Yet, it has been acknowledged that women have special and particular vocational needs due to traditional values which support low-paying "women's occupations". In "Employment Preparation for Female Offenders: An Overview", it is noted that women's problems differ both in degree and kind, and that vocational programming for women offenders must acknowledge the following factors in order to be effective:

- Extremely low earning power
- Work experience limited primarily to service or clerical jobs
- Responsibility for small children
- History of dependency -- on men, chemical substances, welfare; and
- Low self-image (Chapman, 1978).

Two of the more common assumptions concerning attitudes of the female offender are:

- Women in prison suffer from feelings of low self-esteem and powerlessness.

- Women in prison have negative attitudes toward work. (Glick, 1977).

The research conclusions from the "National Study of Women's Correctional Programs" state that a majority of incarcerated women are oriented toward working and indicate fairly positive feeling about themselves, but do express traditional concepts concerning the importance of motherhood and dependence on men. The impact of specific training on women's attitudes continues to be a neglected area of research.

SECTION I-D

METHODOLOGY

This study was designed to contribute to knowledge about the state-of-the-art of vocational education programs and about the vocational needs and aspirations of adult women offenders. This section describes the methodology used to achieve these two objectives. The discussion covers the key elements of the methodology: the approach used to conduct an extensive literature search, develop criteria to identify successful vocation program components, select institutions for the site survey, develop survey instruments, and collect and analyze the data.

Literature Search

During the 1970s there were several research efforts focusing on women's correctional facilities and aspects of the administration of these institutions' programs. Lacking in the research efforts was an overall strategy with regard to women's correctional facilities or to vocational programs in particular. For many of the reasons discussed previously in this overview, the research was fragmented and not comprehensive.

One America used several clearinghouses or reference services in developing its literature review. They included two computer searches by the National Criminal Justice Reference Service on the subjects "Vocational Training" with two hundred thirty-five documents and "Vocational Needs of Women Offenders" with thirty-three documents. From these two files it was determined that a study of vocational programs in State correctional facilities for women was not available. A second clearinghouse, the Educational Resource Information Center, was queried regarding materials on female offenders, vocational education, correction institutions, correctional rehabilitation, correctional education, staff orientation, staff improvement, staff role, staff utilization and staff evaluation. These descriptors were selected in an attempt to identify criteria for successful vocational training in correctional settings. Other materials from the National Center for Research in Vocational Education and the Federal Bureau of Prisons' Library were reviewed with respect to incarcerated women and vocational programs in women's correctional facilities.

The purposes of this literature search were to:

- Determine the state-of-the-art of vocational education programs in corrections.
- Identify and synthesize a set of standards by which vocational education programs, operations, and outcomes can be evaluated.
- Study in-depth selected programs with particular emphasis on how well the programs can be measured in terms of success criteria.

A major study reviewed by the project staff was the National Study conducted by Battelle Memorial Institute at Columbus, Ohio, entitled: "Vocational Preparation in U. S. Correctional Institutions - A 1974 Survey". This study involved all correctional institutions for male or female, adult or juvenile offenders in the U. S.. An extensive amount of data was tabluated from this major research effort, however, there was no distinction made between youth and adult populations, nor between male and female facilities. In fact, the total number of female institutions in the survey was not identified in the study report.

One of the major potential sources of primary data which was presumed to be applicable to this project was the National Study of Women's Correctional Programs completed in 1977. However, because the universe consisted of a mix of community-based half-way houses, jails, and other facilities with varying lengths of stay, specific data from the National Study could not be extrapolated for use as primary sources for studying vocational education programs in State Women's correctional facilities. The National Study included in its data tabulations facilities focusing on women with short term sentences and community-based facilities, which could not be presumed to be predictive, nor similar to State institutions. The major focus of the National Study was on the great variety in types of correctional facilities for women, rather than characteristics of vocational programs in State correctional institutions.

These comments on studies reviewed by the project staff illustrate the fact that existing literature provided background information for the study, although the data were of limited relevance to this study's purposes.

An additional method used to identify relevant literature was direct inquiry of organizations involved in the criminal justice field. Organizations with whom discussions were held include:

- National Institute of Law Enforcement and Criminal Justice
- National League of Cities Criminal Justice Project
- National Council on Crime and Delinquency
- National Organization for Women
- Women's Prison Association
- Wider Opportunities for Women (WOW)
- American Correctional Association (ACA)
- National Association of State Boards of Education
- Education Commission of the States
- State Advisory Council on Vocational Education
- RJ Associates
- Institute of Criminal Justice and Criminology University of Maryland
- DOL/Women's Bureau
- Department of Psycho-Educational Studies Howard University
- D. C. Department of Corrections

In summary, the literature search substantiated the need for a current, systematic research approach directed at the target population of this effort - adult women offenders incarcerated in State correctional institutions. Based on the literature search, the One America project staff developed a bibliography on female offenders and vocational education programs in corrections. The bibliography is included in Appendix / of this report.

Criteria for Successful Vocational Education Programs

The directive from the Office of Vocational and Adult Education stipulated that One America would study successful programs at nine institutions. The purpose of this directive was to ensure that the study would identify and describe successful programs which could be replicated or adapted for use by other State institutions.

There were several problems which arose in developing criteria of success for use in assessing State programs, and in identifying the characteristics of vocational education programs at the various State corrections facilities. Those problems were related to the lack of data on success components such as placement and follow-up activities, as well as on the actual criteria themselves. There were no criteria or standards for measuring success which had been tested for women's vocational programs. Additionally, the lack of national data on vocational education programs in women's correctional facilities limited the study team's ability to make an initial and thorough appraisal of the programs which should be candidates for in-depth study.

The project staff resolved these problems for purposes of the study by:

- Using the assistance of the Advisory Committee in developing criteria of success which could be further tested in the site visits.

- Compiling data on State vocational education programs both formally and informally through the literature, the Advisory Committee and through direct inqueries to State correctional facilities.

Based on this data the project staff developed the following set of criteria for successful vocational education programs in the State corrections facilities.

- Contact with outside agencies - Role of employers, trade unions, and community resources in developing vocational programs.

- Course certification, licensing, and accreditation standards.

- Job placement and follow-up - employment counseling and placement services offered and follow-up after release; use of Advisory Committee.

- Other support strategies - structured workshops on world-of-work issues.

- Types of vocational education courses - those focused on non-traditional women's occupations, meeting the needs of adult women offenders, and labor market demands.

- Percentage of women enrolled in vocational education programs.

- Curricula and instructional methodologies - special techniques, methodologies, materials and physical plant used for the programs.

- Administration and staffing - total number of vocational education staff (part-time and full-time), qualifications and training, and special orientation or in-service training given on instruction in the prison setting.

- Student assessment, selection and guidance process - selection and testing measures, as well as identification of special guidance techniques.

- Vocational education expenditures - amounts spent per annum on vocational programs, sources of funds, and relationship with State Education Agency and Department of Corrections.

Selection of Institutions for Study

Information on the characteristics of the State correctional institutions for women was assessed in terms of the success criteria outlined above as a preliminary step in selecting nine State correctional institutions with successful programs.

Certain characteristics of State women's facilities affected the selection process. The first was institution size. It was determined (and approved by the Project Officer) that institutions with populations of less than fifty women should not be included in this study. Presumably, facilities with less than fifty women would have a very small number of women enrolled in vocational programs and there would be a limited number of types of programs. Since both of these factors were included in the criteria for success, it would not be relevant to include these institutions in the study.

The study team ascertained that in the continental U. S. there are thirty-four State corrections facilities that house over fifty women. These institutions are listed in Table 1.

TABLE 1

STATE CORRECTIONS FACILITIES FOR WOMEN

INSTITUTIONS	WOMEN'S POPULATION
Julia Tutwiler Prison for Women-Alabama	174
Arizona State Prison-Women's Division	111
Arkansas Department of Corrections-Women's Unit	112
California Institution for Women, Frontera	930
Colorado Women's Correctional Institution	74
Connecticut Correctional Institution	128
Florida Correctional Institution	604
Forrest Hills-Florida	147
Georgia Women's Correctional Institution	365
County of Cook Department of Corrections-Division No. 3 - Illinois	155
Indiana Women's Prison	116
The Women's Reformatory-Iowa	78
Kansas Correctional Institution for Women	82
Kentucky Correctional Institution for Women	117
Louisiana Correctional Institute for Women	191
Maryland Correctional Institution for Women	201
Massachusetts Correctional Institution	124
Huron Valley Women's Facility-Michigan	370
Minnesota Correctional Institution for Women	53

TABLE 1 (continued)

STATE CORRECTIONS FACILITIES FOR WOMEN
(Continued)

INSTITUTIONS	WOMEN'S POPULATION
Nebraska Center for Women	82
Correctional Institution for Women-New Jersey	203
Bedford Hills Correctional Facility-New York	408
Correctional Center for Women-North Carolina	500
Ohio Reformatory for Women	132
Oklahoma State Penitentiary-Women's Ward II	115
Oregon Women's Correctional Center	78
State Correctional Institution-Pennsylvania	201
Women's Correctional Center-South Carolina	303
Tennessee Prison for Women	160
Texas Department of Corrections-Goree Unit	528
Texas Department of Corrections-Mountain Unit	249
Virginia Correctional Center for Women	216
Purdy Treatment Center for Women-Washington	150
Taycheedah Correctional Institution-Wisconsin	91

Source: Juvenile and Adult Correctional Departments, Institutions, Agencies and Paroling Authorities, American Correctional Association, 1978.

Data on the vocational programs of these institutions which was obtained from the literature search and from knowledge of the project's Advisory Committee was analyzed in terms of success criteria. As a result of this analysis the project staff identified nine institutions that appeared to have successful vocational program components. Table 2 lists these institutions with brief descriptions of elements of their vocational programs. (It should be noted that for some institutions there are differences in the data contained on this table and the data obtained from the site surveys. Table reflects data obtained prior to the actual site survey.

TABLE 2 DESCRIPTIVE DATA ON NINE SURVEY INSTITUTIONS

NAME OF INSTITUTION/ STATE	TYPES OF VOCATIONAL PROGRAMS	VOCATIONAL COURSES OFFERED	# IN-RESIDENT POPULATION	# OF VOCATIONAL ENROLLEES (% OF TOTAL POPULATION)	DOCUMENTED PROGRAM STRENGTHS WHICH ADDRESS CRITERIA AREAS
BEDFORD HILLS CORRECTIONAL FACILITY/ NEW YORK	Residential Community-Based Non-Traditional Full-time and Part-time	Business Education Food Service Electronics Auto Repairs Data Processing IBM Keypunching	408	126 (31%)	Administration and staffing - utilization of community/ resources; teachers from industry. Vocational education expenditures - variety of funding sources (Sears & Roebuck, Chase Manhattan Bank, IBM). Types of vocational education programs - broad range of offerings.
CALIFORNIA INSTITUTION FOR WOMEN/CALIFORNIA	Residential Work Release	Electronic Technology Cosmetology Licensed vocational nurse training	743	132 (18%)	Administration and staffing - State accredited school/ community hospitals. Types of vocational education programs geared toward certification. Placement and follow-up - counseling geared toward community reintegration. Job placement and follow-up of offenders. Recidivism studies
FLORIDA CORRECTIONAL FACILITY/FLORIDA	Residential Work Release	Printing, Graphic Arts, Computer Sciences, Horticulture, Nurse's Aide, Cosmetology, Tailoring, Landscaping, Data Processing/Office Occupations, Human Services, Small Engines General Mechanics	370	147 (40%)	Administration and staffing - teachers from industry, utilization of advisory committees. Types of vocational education programs - broad range of offerings, coordination among training units.

TABLE 2 (continued) DESCRIPTIVE DATA ON NINE SURVEY INSTITUTIONS

NAME OF INSTITUTION/ STATE	TYPES OF VOCATIONAL PROGRAMS	VOCATIONAL COURSES OFFERED	# IN-RESIDENT POPULATION	# OF VOCATIONAL ENROLLEES (% OF TOTAL POPULATION)	DOCUMENTED PROGRAM STRENGTHS WHICH ADDRESS AREAS
MARYLAND CORRECTIONAL INSTITUTE FOR WOMEN/ MARYLAND	Residential Non-Traditional Institutional training project. MAP (Mutual Agreement Programming)	Cosmetology Welding Electrical Carpentry	210	40 (19%)	Administration and staffing - Industrial union support. Vocational education expenditures - variety of funding sources (Model Cities funds, Mayor's Office of Manpower Resources, trade union cooperatives). Types of vocational education programs - broad range of offerings (vouchers to buy special training). Placement - coordination with Baltimore Labor Council
MASSACHUSETTS CORRECTIONAL INSTITUTION FOR WOMEN/MASSACHUSETTS	Community-Based Work Release	Honeywell Computer Programming	90	38 (42%)	Administration and staffing - utilization of advisory committees, Honeywell programming, offender administrators and teachers. Types of programs - industry of cooperative program in conjunction with University of Mass. Methods of Instruction - specified curriculum design.
HURON VALLEY WOMEN'S FACILITY/MICHIGAN	Residential Work Release	Clerical Building Maintenance Food Service Graphic Arts	370	150 (41%)	Types of vocational education programs - parole contrct agreements, courses with Washtenew and school crafts, community college. OJ training at Plymouth State Hospital. Methods of instruction - treatment team concept.

TABLE 2 (continued) DESCRIPTIVE DATA ON NINE SURVEY INSTITUTIONS

NAME OF INSTITUTION/ STATE	TYPES OF VOCATIONAL PROGRAMS	VOCATIONAL COURSES OFFERED	# IN-RESIDENT POPULATION	# OF VOCATIONAL ENROLLEES (% OF TOTAL POPULATION	DOCUMENTED PROGRAM STRENGTHS WHICH ADDRESS CRITERIA AREAS
MINNESOTA CORRECTIONAL INSTITUTION FOR WOMEN/ MINNESOTA	Community-Based	Computer, Food Technicians, Assemblers, Psychiatric Technicians Clerical Workers Laboratory Technicians Counselors IBM Keypunching	39	16 (41%)	Administration and staffing - utilization of area vocational schools, business schools, community colleges, medical institute. Vocational education expenditures - coordinated with community training agencies to offer a variety of individualized training opportunities without exorbitant expense. Assessment and selection of students - classification committee concept, work evaluation in conjunction with Minneapolis Rehabilitation Center. Placement and follow-up - joint efforts by Department of Corrections, training agencies, private agencies.
NEBRASKA CENTER FOR WOMEN/NEBRASKA	Interstate Training/ Study Release	Clerical Arts Child Development Automotive Training	53	35 (66%)	Administration and staffing - coordination with Southeast Nebraska Technical Community College, use of college instructors. Vocational education expenditures - Federal fund for special programs. Placement and follow-up - placement by private firms.

TABLE 2 (continued) DESCRIPTIVE DATA ON NINE SURVEY INSTITUTIONS

NAME OF INSTITUTION/ STATE	TYPES OF VOCATIONAL PROGRAMS	VOCATIONAL COURSES OFFERED	# IN-RESIDENT POPULATION	# OF VOCATIONAL ENROLLEES (% OF TOTAL POPULATION)	DOCUMENTED PROGRAM STRENGTHS WHICH ADDRESS CRITERIA AREAS
PURDY TREATMENT CENTER DOR WOMEN/WASHINGTON	Residential Training Release	Cosmetology Secretarial Cleaning Services Data Processing Nursing Commercial Art Teaching Barbering Electronics Child Care Grocery Checking	150	66 (44%)	Administration and staffing - community supportive services, utilizing: 100 agencies, schools and businesses; local school district administers school, provides instructors, unit planning committee. Types of vocational education programs - residential program coordinated with work training release opportunities/Bates Vocational Technical Institute of Tacoma (with 33 day-time vocational courses) utilized. Assessment and selection of students - independence and career goals stressed by employment counselors, individualized training.

Survey Instrument

The contractor designed a two-part instrument designed to collect information to satisfy the two principle objectives of the project:

- Document the successful components of the vocational education programs in the women's correctional institutions, and
- Identify the vocational needs and aspirations of adult women offenders.

Each of the two parts was administered at all nine sites. The first portion related to the vocational education program offered at the institution. It included separate sections on the:

- Administration of the programs in the institution.
- Expenditures for education and sources of funding.
- Types of vocational education programs offered.
- Methods of instruction used and perspectives of success.
- Student selection processes.
- Placement and follow-up services.
- Recidivism.

These actions were used in interviews with the prison administrators and with the staff involved in the vocational education programs. Other individuals who provided support services to the vocational programs such as counselors, were included. These interviews with all vocational education staff were con-

ducted generally on a one-to-one basis in sessions in which the individuals were frank and cooperative in providing information in the subject areas.

The second part of the interview instrument was used in collecting information from the incarcerated women at each of the institutions. It included sections on the following:

- Personal background.
- Education and training before incarceration.
- Employment before incarceration.
- Experience in vocational education programs.
- Needs and aspirations.

The instrument included both closed and open ended questions.

The instrument was administered in group sessions in which the One America project staff outlined the purposes of the project and the activities which were included. Each of the women who participated in the survey did so on a voluntary basis. Following the general explanation of the survey, each of the women individually completed the survey instrument. The project staff was available to answer questions and in some cases assist the women in the completion of the questionnaire. The offender section of the survey instrument was administered to four hundred women or fifty-seven percent of the enrollees of vocational education programs at the nine sites. The attitude of the women in most of the sessions was cooperative: they wanted to provide answers that would be useful to the project. The two-part instrument is included in Appendix 2 .

Data Analysis

Substantial data were collected from the nine site visits. The information on the components of the vocational education programs has been summarized in the narrative and tables presented in Section II. The project staff reviewed the correlation between certain characteristics of the nine institutions such as size of the population and the options available for positive vocational outcomes, the institutional goals and the size of the vocational education student group, and more indirect relationships such as those between classification procedures and the degree of participation in the programs. These and other areas are summarized and analyzed in depth in Section II.

The data collected from the interviews with the women were computerized because of the large number of responses. The data were reviewed for their implications for measuring success of vocational education programs and for use in determining how to tailor institutional programs to more closely meet the vocational needs and aspirations of incarcerated women. The areas included in the survey instrument were analyzed with respect to:

- Personal characteristics of the respondents such as race, age, marital status and number of children.
- Pre-incarceration education level and any prior vocational course participation.
- Pre-incarceration work experience such as job types and salaries, prior length of employment, skills used in the prior jobs, and the reasons for leaving the prior job.
- Number of months incarcerated and the anticipated months before release.
- Any prior incarceration history.
- How the individual was selected for participation in the vocational education program.
- Types of skills which were learned in the program.
- Salaries provided for participation in vocational programs and for the work programs in the institution.
- Perceived value of the course from the woman's perspective.
- Individual's job market awareness and job placement knowledge.

Preparation and Review of the Monograph

The project staff used the information collected at the nine sites to prepare a Monograph entitled "A Descriptive Study of Vocational Education Programs in Nine State Correctional Institutions for Women." The Monograph was directed toward corrections administrators and leaders of vocational education programs for women. It was designed to pro-

vide a broad perspective of current opportunities and courses within State institutions, as well as describe the components of programs which were viewed as successful.

The Draft Monograph was presented for critical review at four regional workshops. These sessions brought together groups of staff from State Education Agencies and Departments of Corrections, institutional administrators, vocational education staff. Each of the sessions focused on three areas: the state-of-the-art in vocational education programs and the necessary components in a successful program, the vocational needs and aspirations of incarcerated women as viewed by women offenders who spoke at the sessions, and the support services which are needed in the community to assist in effective vocational education programming and the successful transition of women offenders from the institution to the community.

The Monograph was revised and a new expanded section added to reflect a consensus on successful program components reached by the participants at the four workshops. The Final Monograph was reviewed by individuals selected from each workshop. The final step in the project was the dissemination of the Monograph to those from the workshops and to the larger corrections and vocational education community.

SECTION II-A

COMPARATIVE ANALYSIS OF VOCATIONAL EDUCATION PROGRAMS

Overview

As indicated in the methodology section of this report, the institutions included in this survey vary according to a number of distinguishing factors. These include: Regional locations, the numerical size of the incarcerated population, the age of the facility, all female versus female/male populations, rural versus urban settings, numbers and types of programs, etc. Final selection of study facilities was based on available documentation of success criteria. Table 3 indicates the states within which the nine institutions are located. The majority of the institutions studied are in the middle and Eastern sections of the U. S.; none are in the Southwestern area of the country. The size of the current incarcerated population in the study ranges from nine hundred twelve in California to sixty-three in Nebraska. While four of the institutions have a population that exceeds three hundred fifty, three have female populations between one hundred fifty - two hundred fifty, and two have populations of less than one hundred. In four of the facilities surveyed, the current population exceeded the facility's capacity. The oldest facility surveyed, Massachusetts Correctional Institution, Framingham, was built in 1877; Huron Valley Women's Facility, in Michigan, was the newest facility, which was opened exactly one century later. The Massachusetts facility was the only study facility currently housing both males and females.

An initial and primary consideration for including facilities in the study was the number and types of vocational education activities. Based on available information from the literature search and Advisory Committee members. Table 4 identifies the twenty-four vocational activities found among the nine study institutions. Throughout this study, the term vocational education is defined broadly to include any skill training or other educational activity designed to foster gainful employment. Among the institutions, vocational education programs represent more or less formally organized learning procedures to make the women employable. The darkened circles on this

TABLE 3

Division of State Vocational Program Operations

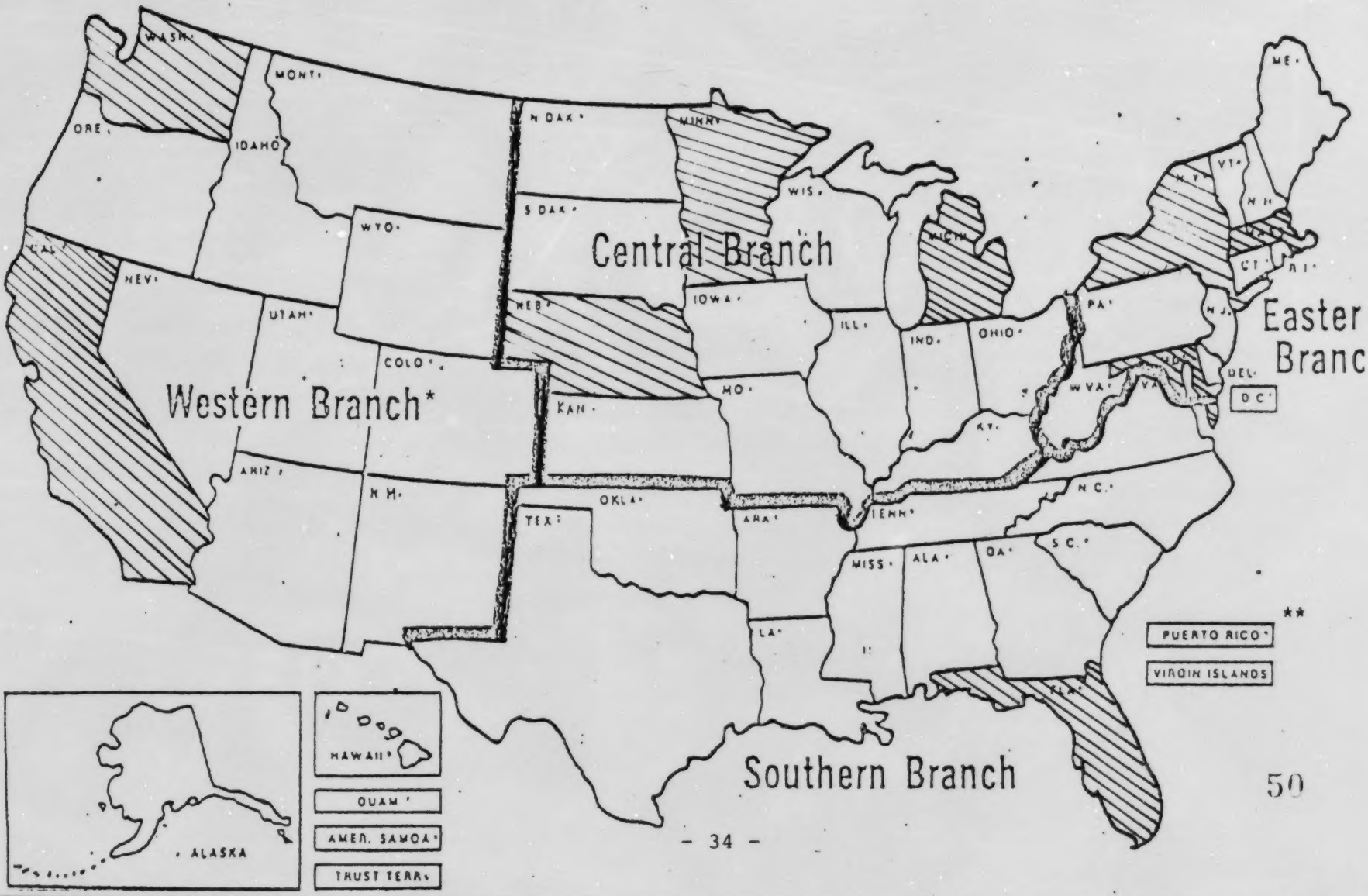


table indicate those activities in which program participants responded to the second section of the site-survey instrument entitled "A Survey of Vocational Needs and Aspirations of Adult Women Offenders". The light circles indicate additional vocational activities identified by the institutional administrators during the site visit. In some cases, the women enrolled in these latter activities were unavailable for participation in the survey due to institutional schedules, such as the off-grounds nursing program in Michigan (administered by School Craft Community College). In other cases, the respondents did not wish to participate, or women were not currently enrolled in the activity.

Although the highest number of specific vocational activities (twelve) was found in the second largest facility in the study and the two smallest institutions studied (Minnesota and Nebraska) have the fewest specific vocational activities (four and two respectively), the data does not support a direct correlation between the number of women incarcerated in facilities and the number of specific vocational activities. Conversely, Table 5 reveals that the highest percentage of the total population in vocational education is in one of the smaller facilities, Minnesota (sixty-one percent), with the lowest percentage of participants being found in California, which is the largest women's State correctional institution in this country. For example, Maryland medium sized facility had the second highest number of programs.

This chapter will report findings in more detail on the types of vocational activities in a later sub-section. The comparative analysis of vocational programs is based on the pre-determined criteria for success and is presented as follows:

- Administration and Operations
- Staff Qualifications and Training
- Student Assessment, Selection, Guidance
- Types of Program Activities
- Curricula and Instructional Methodologies
- Certification, Licensing, and Accreditation
- Vocational Education Expenditures

TABLE 4 VOCATIONAL EDUCATION COURSES: By Institution

VOCATIONAL EDUCATION COURSE	INSTITUTION	CALIFORNIA	FLORIDA	MARYLAND	MASSACHUSETTS	MICHIGAN	MINNESOTA	NEBRASKA	NEW YORK	WASHINGTON	TOTAL INSTITUTIONS WITH PROGRAMS
CLERICAL ARTS			●		●	●		●	●	●	6
DATA PROCESSING		●	○		●		●		●		5
GRAPHIC ARTS		●	●	●	●	●			○		6
COSMETOLOGY		●	●	●					●		4
FOOD SERVICE			●		○	●			●	○	5
SEWING TAILORING			●	●	○	●					4
OTHER			●		●	●	●			●	5
BUILDING MAINTENANCE						●			●	●	3
ELECTRONICS		●			○				●		3
HOME MANAGEMENT				●						●	2
MULTILINES MERCHANDIZING			●		●						2
NURSING		●	●			○				○	4
PRE-VOCATIONAL COLLEGE				●	○					●	3
APPLIANCE REPAIR		●									1
PRIVATE INDUSTRY							●				1
CHILD DEVELOPMENT				○		●	○			●	4
GENERAL SHOP						●					1
HORTICULTURE/ LANDSCAPING			●								1
HUMAN SERVICES			●	●							2
UPHOLSTERY				●							1
WELDING				●							1
MAP VOUCHER				●							1
MOTOR FREIGHT TRANSPORTATION								●			1
NONE*			●			●				●	3
TOTAL		6	12	10	9	10	4	2	7	9	69

● Courses identified by both institutions and the women respondents.
○ Additional courses identified by the institution, and respondents.
* Administrative personnel identified all respondents as vocational program participants. However, "NONE" reflects the woman's opinion that the activity she is involved in is not a vocational program.

TABLE 5 SELECTED INSTITUTIONS: CURRENT POPULATION, VOCATIONAL PARTICIPANTS, RESPONDENTS TO QUESTIONNAIRE

NAME OF INSTITUTION	CURRENT POPULATION	VOCATIONAL EDUCATION PARTICIPANTS		PARTICIPANTS RESPONDING TO QUESTIONNAIRE	
		#	% of Total Population	#	% of Total Voc. Ed.
Bedford Hills Correctional Facility - New York	408	142	34	90	63
California Institution for Women	912	120	12	67	56
Florida Correctional Institution for Women	440	154	35	78	51
Maryland Correctional Institution for Women	210	40	19	28	70
Massachusetts Correctional Institution, Framingham	160 Females 30 Males	35	21	15	43
Huron Valley Women's Facility - Michigan	390	77	19	41	53
Minnesota Correctional Institution for Women	63	39	61	12	31
Nebraska Center for Women	53	17	32	12	71
Purdy Treatment Center for Women - Washington State	178	66	37	47	71
TOTAL	2844	690	24%	390	56%

- Salaries
- Other Support Strategies
- Contacts with Outside Agencies
- Job Placement and Follow-Up

Administration and Operations

The administration and operations of vocational education in any given facility varies according to a number of distinctive factors. Included are the institution's size; its organization structure; the number of program activities that are viewed as relating to vocational education; the relationship that exists with the State Department of Corrections and the State Department of Education; and any ties with community resources, such as industries, businesses, and community colleges. Typically, the facility's Superintendent, and either the Director of Programs or Director of Education, assume primary responsibility for the administration of vocational activities. Program funding, planning, and outcome issues require that these key personnel coordinate the input from resources outside of the institution. Program staffing, mthods of instruction, and selection and assessment of program participants are "in-house" matters except where specific program components from outside sources are adapted for use on-site, or off-grounds education and training are included among available activities.

Vocational education as earler defined exists as a reintegration approach to support rehabilitation. Therefore, the extent to which key administrative personnel identify and utilize the necessary resources to effect a wide range delivery systems strengthens the role vocational education can assume for the target population. The manner in which this is accomplished, however, requires adaptability to unique and changing issues which impact individual facilities. It also requires a consensus of administrative and operations personnel concerning overall goals, and the compatibility of specific approaches used to reach these goals.

The number of administrative personnel identified by the nine visited facilities as central to vocational education operations varied from three to seven individuals. In addition to Superintendents and Program Directors, administrative staff titles included: Educational, Vocational or Training Coordinator; Staff Training Officer, School Principal, Vocational Education Counselor, Employment Development Specialist, Classification Officer, Social Services or Parole Supervisor, Correctional Officers, Academic Consultants and Associate Deans of

Occupational Education in community colleges. The interworking relationships of these individuals' specific functions were indicated by both a formal organization plan and by informal networks. In three smaller institutions surveyed, administrative personnel were closely involved with program operations. In the mid-size institutions, the involvement of administrative staff with program operations tended to reflect the personal priorities of the program administrators. In the large facilities, both administrators and operations personnel assumed more specialized functiona.

Included among specific program operations staff were individuals who functioned as educational instructors, specific skill trainers, and work supervisors. Most administrative and operations staff were full-time personnel at all of the institutions studied; in most cases one full-time individual is responsible for each vocational activity. The majority of skill training activities are run on a full-time basis, six hours a day, for five days a week. Students participate on either a full-time or part-time basis.

The number of administrative and operations staff involved in vocational education activities at the institutions studied correspond more with the number of vocational courses than with the size of the institutions. That is, the number of vocational education staff at some smaller institutions was equivalent to the number of vocational staff at larger institutions when the number of courses was equivalent.

Staff Qualifications and Training

Most of the states in which the study institutions were located set minimum qualifications for their educational staff. Generally, the staff has certification for instruction or they had work experience in their respective fields. When asked if the prison teaching staff had the same types of qualifications and salary scale as those in the public school system, the answer sometimes was negative.

Many of the institutions mentioned the problems created by the civil service systems operating in the states. Some felt that the retention of individuals with older and more traditional viewstoward women offenders and their role in the labor market was a problem. The view was expressed that younger teachers who could relate more easily to the younger women who predominated in the classes would be more appropriate.

In almost all the institutions there was one discriminating factor that was used to describe the effectiveness of the teacher - student relationship. That was the ability of the teacher to relate on an inter-personal basis with the incarcerated women. The intangible human factors that impact social situations, such as the teacher-pupil relationship, were recognized as the most significant elements involved in creating a climate for positive interaction. These human factors, or intangibles, often elude precise definition and measurement. However, they were both cited and observed to be more critical for program effectiveness than such standardized items as the years of teaching, the amount of education obtained, and the amount of certification possessed by the instructor.

Comprehensive staff training programs in two of the study institutions (Nebraska and Florida) in addition to providing for understanding and cooperation among all staff concerning institution and program functions, specific competencies are included in which the issues of motivations and attitudes are addressed. In the two facilities that identified a specific individual responsible for staff training, staff comments reflected their understanding and agreement with stated program goals. In facilities without a specific staff trainer, there was less knowledge and consensus on institutional program goals.

These programs also supported the continual up-dating of the staff's own skills, as identified by the individual which contributed to a dynamic cohesiveness among the staff, the women, and between the two groups.

Certification, Licensing and Accreditation

Upon completion of course objectives, the majority of courses issue institutional certificates that identify the skill level that was attained. However, only a limited number of long-term traditionally female vocational programs, such as cosmetology and nursing, issue a State license. On the other hand, most non-traditional female programs, such as motor freight transportation result in State licensing or certification or consist of certified apprenticeship programs such as welding and upholstery.

On-site apprenticeship programs were found in three institutions (New York, Michigan, and Maryland) and is being planned in a fourth (Washington). However, apprenticeships are available through individualized off-grounds training programs, and offers a viable vocational option for women willing to make long-term commitments. The growing emphasis on State approved specific skill level attainment in the study institutions supports the

incarcerated woman's need for the attainment of either short or long-term goals to experience success, and the commitment to providing up-to-date skills that will be acceptable in the community providing successful experiences was an issue repeatedly expressed by vocational instructors throughout the study institutions. Formal certification, graduations, etc. were viewed as essential for the support of the woman's self-worth.

The value of certification and licensing in correctional vocational education courses is recognized throughout the correctional system. The project Advisory Committee felt that course certification was one of the principal criteria in identifying successful programs.

In most of the study institutions, a course certificate was given based on the level of achievement at the completion of the course. In many cases this institutional certification or licensing is a new practice. However, those who have just begun are enthusiastic about the early response. The women, in particular, supported the awarding of certificates. Very often it is the only evidence that they have accomplished or completed something.

Student Assessment, Selection, and Guidance

The institution's classification procedures represent a major administrative tool by which women become eligible for specific programs: Included are such variables as security level, standardized academic and aptitude tests, performance in completing initial work assignments, time in the institution and availability of specific programs. In all facilities visited, a team of at least three individuals, including the incarcerated woman herself, was identified. The goal of this team or committee was to develop an individualized plan for program activities. Most of the institutions require that women participate in a work assignment for a specified period of time before being eligible for education and training programs. The initial emphasis of the classification team, therefore, is on adjustment to institutional life. Although the full range of program activities is provided to newly-admitted women, their ability to focus on vocational needs, in addition to those things needed to survive the experience of incarceration, is a question yet to be answered.

The newly incarcerated woman receives a great deal of information on which to base her expectations through classification procedures. Three basic types of classification procedures were observed at the nine women's State institutions. Each of these use a classification team approach, involving representatives from several areas of institutional life. In one approach, a structured level system, women are assigned to clearly specified levels which determine security, responsibilities, and privileges. Each level defines specific expectations and goals. The other two approaches that were identified are more individualized. In each a committee provides initial assessment and recommendation for each woman's activities. Periodic individual reviews follow. In one instance, this committee operates by consensus. In the other, recommendations by each committee member are presented to a specific individual for final program plan determination.

The nature and quality of guidance provided to vocational enrollees varies among the institutions. It appears that the type of guidance provided reflects the professional background of the staff person performing this function. In many instances guidance is given by the correctional officer in charge of the woman's living unit. In such instances counseling focuses on a variety of issues relating to institutional life. A full-time vocational counselor existed in only one institution (counselor) and that counselor had a case-load of one hundred twenty vocational enrollees. Specific vocational counseling was most often provided by thos who functioned as Directors of Vocational programs and the individual instructors Due to the other responsibilities held by such persons, this counseling was observed to be informal. A number of these informal networks for supportive counseling was observed during the site-visits and varying degrees of effectiveness and affectiveness were apparent. However, these appeared as isolated cases rather than a service that is provided to the total populations. This approach is also deficient in absence of a formal network for information dissemination to appropriate staff for appropriate program modifications.

Types of Program Activities

The specific types of vocational program activities found within each of the study facilities is documented on the one page Institutional Profiles in Appendix III. Specific categories of activities; pre-vocational education, skill training, and support strategies; were defined by administrative personnel. The specific statistics gathered should be carefully interpreted because of variations in the institutional definitions and classifications of program activities. Pre-vocational education activities were identified in 44% of the institutions. However, this statistic is somewhat misleading because of varying terminology used among the states. For example, the "life coping" pre-vocational activity identified in Massachusetts is comparable to the "Managing Independent Living Skills" found in Minnesota. However, Minnesota classified this activity as a support strategy, not a pre-vocational activity. Additionally, the "Second Chance Parenting Skills" skill training activity in Minnesota is similar to the model "Mother Offspring Life Development" (MOLD) support training activity. Differences in terminology were also detected in the two study facilities (Nebraska and Florida) with a career education orientation.

Specific vocational education activities in women's facilities have long focused on occupations that women have traditionally held in this society; for example clerical arts, cosmetology, food services, and sewing. Table 6 shows the range of courses and respondents in the nine facilities studied. Twenty-four types of vocational education activities were identified.

Traditional programs continue to be the most common vocational activities offered among facilities and account for the highest numbers of vocational participants within each facility. Sixty percent of all respondents were in traditional program activities. However, a significant trend is that each of these facilities has initiated at least one non-traditional training activity which is either offered on-site or by private industry or other community sources.

A clerical arts program was found to exist in all but three of the nine facilities. These programs range in scope from basic entry-level secretarial skills to extensive programs with as many as nineteen courses. More women continue to participate in clerical arts programs than in any of the remaining twenty-two vocational activities identified. Efforts have been made by some institutions to adapt specific clerical skill training to other vocational areas.

TABLE 6 TYPES OF VOCATIONAL COURSES

COURSE	RESPONDENTS	
	NUMBER	PERCENT
CLERICAL	64	17
DATA PROCESSING	50	14
FOOD SERVICE	32	9
COSMETOLOGY	31	8
ELECTRONICS	22	6
SEWING/TAILORING	21	6
NURSING	18	5
GRAPHIC ARTS	17	5
HORTICULTURE/LANDSCAPING	13	4
HUMAN SERVICES	11	3
UPHOLSTERY	9	2
APPLIANCE REPAIR	8	2
PRE-VOC COLLEGE	7	2
BUILDING MAINTENANCE	6	2
HOME MANAGEMENT	6	2
PRIVATE INDUSTRY	5	1
MULTILINES MERCHANDIZING	4	1
CHILD DEVELOPMENT	4	1
MOTOR FREIGHT TRANSPORTATION	3	1
GENERAL SHOP	3	1
WELDING	1	-
MAP VOUCHER	5	1
OTHER	12	3
NONE	16	4
TOTAL	368	100

NOTE: Administrative personnel identified all respondents as vocational program participants. However, "NONE" reflects the woman's opinion that the activity she is involved in is not a vocational program. "OTHER" and "MAP VOUCHER" refer to individualized off-grounds training activities.

Data processing and graphic arts, the second most common vocational program activities, were found in five facilities. As with clerical arts, data processing program components varied among facilities. In two facilities, data processing was limited to keypunch; various levels of computer programming were introduced in the remaining three programs. Data processing had the second highest level of vocational program participation. Graphic arts, on the other hand, had medium to low levels of participation.

Three of the program activities, earlier identified as traditional - cosmetology, food service, and sewing/tailoring, were found to exist in four facilities. The high levels of participation in cosmetology and food service can perhaps be attributed to the institutional functions that these activities serve.

A building maintenance program, which is also easily adaptable to institutional needs, was being planned for two facilities, and was currently operating in another.

Two institutions had training programs in electronics, mutilines merchandizing, nursing and child development. Pre-vocational college courses and home management education were also defined as vocational activities in two institutions.

The remaining ten vocational education activities were found to be unique to a specific facility, and can be defined as less traditional for women: appliance repair, general shop, upholstery, welding, small engines, horticulture/landscaping, human services, private industry and motor freight transportation. Enrollments were low in the majority of these which are fairly new, and have been developed as pilot programs with limited levels of operation.

Information on the special needs of women and current labor market demands is reflected in the course curricula for the most recently developed programs in these facilities. Results of interest-surveys administered to the population have been used by a number of facilities to develop new non-traditional vocational activities. However, data was not available concerning the use of vocational awareness seminars or exploration activities held prior to surveys, that would assist in clarifying interest in these new vocational areas.

A number of issues and areas have been identified by various facilities and agencies working with facilities on which to base program planning. These include: consideration of existing programs, funding sources, parole and release eligibility; feasibility of training programs being located on-site, placement rates and wages and estimated cost of placement.

Individualized off-ground training programs offer unlimited occupational options. Termed as off-grounds training or Mutual Agreement Programs (MAP or MAP Voucher), these opportunities were found to exist in four facilities. Women are transported daily from the correctional facility to a specific training program in the community. Such programs appear to be the most promising in supporting reintegration to society. However, participation levels are extremely low. For example, the off-grounds individualized training program in Minnesota could be described as an ideal program approach. The institution is located in the most urban setting found among the study facilities, within the community of Shakopee; and has developed linkages with over seventy organizations. However, honor status is required for eligibility into this program, whose average participation is approximately six percent of the total population (4 participants). During the site visit, a total of two women were in this program, and only one was available to participate in the incarcerated women's survey. The issue of security and the remoteness of some women's prisons are major obstacles in the utilization of this innovative training approach is other settings.

Curricula and Instructional Methodologies

The methods of instruction for vocational activities were described as competency-based and individualized at all institutions. This individualized approach best suits the varied characteristics of the populations such as differences in educational levels. Instructors provided written descriptions for program activities to the survey team. These descriptions arranged the activities in modules and identified both general and specific course objectives. General objectives referred to such issues as familiarity with the vocations, job safety, and personal and professional ethnics. Specific objectives referred to ordered skill requirements for attainment of short-term goals. For example, objectives for a beginning typing course included: identifying names and functions of typewriter parts, timed drills to acquire speed and accuracy, etc. Overall, two instances contributed to a curriculum design that reflects currentcommunity job situations. The first instance was in newly developed programs, planned and operated in conjunction with state education agencies, businesses, labor union's, etc. Such programs are offered either on- or off-site. The second instance is in cases where off-site activities are operated by an outside resource. In these cases, the curricula are generally prepared sequentially and encompass four areas of instruction: basic education and job or trade skills in a cluster or family of occupations; understandings about the industry in which the cluster is found (including economics); social skills; and personal growth and development. The trade aspect of the curriculum is derived from the job market and job performance analysis.

There was little information to assess how consistent the curriculum design is with information on the needs and aspirations of the incarcerated women. In only few cases (Minnesota and Washington) did institutions administer a vocational interest survey to the population prior to planning a new program. It should be noted that documentation concerning vocational exploratory activities was not available from any of the institutions surveyed.

Vocational Education Expenditures

As has been documented by prior research efforts on correctional vocational education programs, vocational expenditures in the study states reflect an extremely small percent of the total institutional budget. Although the institutions generally indicated that vocational education was either directly indicated or included within an educational allotment in the overall institutional budget, the exact annual percentage for vocational expenditures was not available. The limited resources traditionally accessible for vocational activities in women's institutions require that these facilities seek technical assistance in identifying optional approaches to institute program changes that meet identified needs of the facility of the incarcerated women, of the job market community. An overall vocational program plan that would assist in identifying training components might be phased in, new programs added, and others dropped as needs and resources change.

The innovative approaches used by the study states for securing additional resources at little or no cost to the institution includes such strategies as the MAP/Voucher program, contracts with employers/labor unions to provide apprenticeship training, specific negotiations with major/employers for either on-site or off-site training and utilization of available public educational and private industry resources. Advisory committees were frequently used to assist in exploring and identifying new resources. For example, the State Commissions on the Status of Women in Nebraska provided support to the institution that ranged from assisting in a feasibility study for the development of a program to identify specific funding sources and motor freight transportation and other support strategies.

Contacts with Outside Agencies

Most of the correctional administrators believed that contact with the community was desirable. However, in some institutions there were policies which prohibited or restricted off-ground activities. There were several types of outside agencies used by the study institutions, including:

- The use of community colleges or vocational training facilities to provide courses to the incarcerated women; in many cases these courses were conducted on the college campus although in some the instructors came to the prison.

- Employers who would provide on-the-job training for the women; the use of this individualized employment allows greater variety in the training and employment opportunities available, especially in the smaller facilities.

- Unions or apprenticeship programs that provide training under contract, on or off the facility grounds.

- Community groups who provide help in specific areas in which the women may have problems such as alcohol and drug abuse.

- Community support networks composed of several agencies who provide social and transitional supports to women re-entering the community from prison; although these networks are as essential component of the total correctional system, they do not exist in many place.

- Women's advocacy and other types of advocacy groups who assist the women in special areas, attempt to improve conditions in prisons or seek to improve educational and employment opportunities for women offenders.

In some cases, there was special funding available from the program agency to help meet the needs of women offenders. In the majority of cases, however, the agency merely provided the service as part of its mission, with no additional funding provided. In only a few cases, some outside groups received contracts for providing training and employment services.

Job Placement and Follow-Up

Formal mechanisms for follow-up did not exist in any of the study institutions. Although placement was viewed as a vital link in the total plan for the individual, few institutions had the staff or resources to provide placement services. In a few cases, the prison staff were prohibited from outside contacts on behalf of the about to be released woman; that was the role of the parole officer. In other cases, the woman was referred to a community agency; in those cases, the prison staff rarely knew whether the woman obtained a placement and whether it was satisfactory or not.

Salaries

In the majority of facilities, salaries are provided to women for participating in vocational skill training, although wages are less than those paid for prison industries or work assignments. In a few cases Basic Opportunity Grants were available for vocational education training.

Other Support Strategies

Other support strategies include short-term courses and seminars designed to inform and encourage women in a number of world-of-work issues. Topics range from child care and home management to job seeking skills. Their utilization by the women varies because many of these activities are informal, attendance is not required and women are not paid for participating. The women's view of, and relationship with, the particular instructor was observed to be crucial. Special seminars that included community representatives was an additional approach, in which the women expressed a great deal of interest.

SECTION II-B

ASSESSMENT OF VOCATIONAL NEEDS AND ASPIRATIONS OF PROGRAM PARTICIPANTS

The assessment of the vocational needs and aspirations of incarcerated women was based on the responses to an instrument administered to women incarcerated at the nine study institutions. This instrument (included in Appendix II) covered five categories of questions:

- Personal Background
- Education and Training Before Incarceration
- Employment Before Incarceration
- Experiences While Incarcerated
- Plans and Aspirations After Release

The instrument was administered to 390 incarcerated women at the nine institutions.[1/] The 390 respondents represent 56% of the total number (690) of women enrolled in vocational courses. In turn, the total number of vocational education enrollees reflects 24% of the total inmate population of the nine institutions (2844). Table 6 included in Section II-A identifies the population at the nine facilities by number and percent.

Tabulations of the responses to the questions were clustered according to institution and/or vocational course in which the respondees were enrolled. In some instances, cross tabulations were made of responses to two different but related questions. Both closed and open ended questions were included in the instrument, and some questions allowed multiple responses.

The discussion which follows presents the findings from the tabulations of responses according to the five categories cited above. The discussion indicates the question included in the questionnaire and cites the actual number of responses per question. In reviewing this analysis of the findings, the parameters of the study should be kept in mind. The universe of corrections institutions included in this study were selected because components of their vocational programs appeared related to the criteria for success. Therefore, data cannot be extrapolated to the total universe of all state corrections facilities for women in the U. S.

1/ The tabulations of the responses do not include five (5) respondees because they did not respond to specific questions. They only provided statements on personal feelings. For example, one of the five respondents only answered the last question on the questionnaire which was; "Describe any personal feelings concerning your vocational needs and aspirations that have not been addressed in this questionnaire". Another respondent's only response to the questionnaire was an illegible comment on the back of the questionnaire.

Personal Background

One of the purposes of this study was to identify who are the participants in vocational programs with successful components. The personal background section of the instrument requested responses to closed ended questions on the race, age, marital status, and number of children of the women studied.

° Race

Respondents were asked to indicate whether they were Black, white (not of hispanic origin), hispanic, American Indian/Alaskan Native, or Asian Pacific Islander. N=360.

The overwhelming majority, seventy four percent (74%) of those who responded to this question were minority women. Slightly more than half (51%) of the respondents were black women; hispanic women were 12%, Indian women were 6%, and Asian women were 1%. Table 7 shows the racial distribution of respondents by course.

In terms of traditional versus non-traditional courses, the distribution of the respondents for each race is similar to the distribution for all races. The greatest proportion of respondents are in courses leading to traditionally female occupations as is shown below.2/

FIGURE I.

Respondents' Enrollment in Traditional/Non-Traditional Courses

ENROLLMENT IN COURSES	COLUMN %			
	ALL RACES	BLACK	HISPANIC	WHITE
Traditional	69%	72%	51%	65%
Non-Traditional	24%	21%	29%	26%
Course not Identified	7%	7%	9%	9%
	100%	100%	100%	100%

2/ Traditional courses at the studied institutions include; Clerical Arts, Data Processing, Graphic Arts, Cosmetology, Flood Service, Sewing Tailoring Home Management Nursing, Child Development and Human Services.

TABLE 7

RESPONDENTS ENROLLED IN VOCATIONAL EDUCATION COURSES: By Race

VOCATIONAL EDUCATION COURSE	ALL RACES TOTAL	BY RACE				
		BLACK	WHITE	HISPANIC	A/P	I/A
CLERICAL ARTS	63	26	18	12	1	6
DATA PROCESSING	49	31	13	2	1	2
GRAPHIC ARTS	17	7	6	3	0	1
COSMETOLOGY	30	15	11	3	0	1
FOOD SERVICE	31	17	8	3	0	3
SEWING TAILORING	21	16	3	1	0	1
OTHER	12	5	5	1	0	1
BUILDING MAINTENANCE	6	1	3	2	0	0
ELECTRONICS	19	10	4	4	0	1
HOME MANAGEMENT	7	3	4	0	0	0
MULTILINES MERCHANDIZING	4	2	1	0	0	1
NURSING	18	13	3	0	0	2
PRE-VOCATIONAL COLLEGE	6	1	4	0	0	1
NONE	16	7	5	3	0	1
APPLIANCE REPAIR	9	1	2	5	0	1
PRIVATE INDUSTRY	5	2	2	1	0	0
CHILD DEVELOPMENT	3	1	1	1	0	0
GENERAL SHOP	3	3	0	0	0	0
HORTICULTURE/ LANDSCAPING	13	6	7	0	0	0
HUMAN SERVICES	10	5	4	1	0	0
UPHOLSTERY	8	6	2	0	0	0
WELDING	1	0	0	0	0	1
MAP VOUCHER	5	4	1	0	0	0
MOTOR FREIGHT	4	2	2	0	0	0
TOTAL	360	184	109	42	2	23
TOTAL PERCENT	100%	51%	30%	12%	1%	6%

*A/P - ASIAN/PACIFIC
I/A - INDIAN/ALASKAN

While the overall distribution of the races is similar, there are variations for specific courses. Greater proportions of black respondents are in certain traditional and non-traditional courses, than their overall representation (51%) in the respondent universe. For example, black women account for 65% of the respondents in data processing, 75% in sewing, 72% in nursing - all traditionally female courses. On the other hand, 75% of the respondents in upholstery and 80% of those in MAP voucher programs - non-traditional courses - are black women. However, please note that all of these women were incarcerated in the same institution, Maryand.

Another observation of the data on race shows that the proportion of hispanic women in non-traditional jobs is greater than any other racial/ethnic group. Twenty-nine percent (29%) of hispanic women are in non-traditional courses; 26% of whites, and 21% of blacks are in these courses. However, it should be noted that the total number of hispanic women in the study is quite small in comparison to white or black women: only 4.2 respondents were hispanic, as compared with 109 white and 184 black.

- Age

  Respondents were asked to state their age. The responses were then clustered into five age by vocational course: 18-21, 22-30, 31-40, 41-50, and over 50. N=366

Almost eighty percent (80%) of the women who responded to this question were between 22 and 40 years of age. This indicates that respondents will be in the labor market for a considerable span of years, depending of course or the length of their sentence. Table 8 presents the age range of respondents by course.

The data for both the younger women (18-21) and the older (50 and over) women show a similar concentration in non-traditional courses, as was reflected in the data for racial distribution. In fact nearly half of the women over 50 are enrolled in sewing course.

- Marital Status

  Respondents were asked to indicate their marital status by choosing one of the following categories: Never Married, Married, Separated, Divorced, or Widowed. Responses of these categories were correlated by state (i.e. institution). N=384

A great majority of the respondents indicated that they were not married. Eighty four percent (84%) had either never been married or were separated, divorced or widowed. Nearly 40% had never been married and only sixteen percent (16%) were married. Table 9 reports marital status of respondents by institutions.

TABLE 8

RESPONDENTS ENROLLED IN VOCATIONAL EDUCATION COURSES: By Age

VOCATIONAL EDUCATION COURSE	ALL AGES TOTAL	AGE RANGE IN YEARS				
		18-21	22-30	31-40	41-50	OVER 50
CLERICAL ARTS	63	9	39	10	4	1
DATA PROCESSING	49	1	29	14	5	0
GRAPHIC ARTS	17	2	7	7	1	0
COSMETOLOGY	30	1	18	10	1	0
FOOD SERVICE	31	3	12	11	4	1
SEWING TAILORING	21	1	11	4	0	5
OTHER	12	1	7	3	1	0
BUILDING MAINTENANCE	6	1	7	4	0	0
ELECTRONICS	19	4	12	3	0	0
HOME MANAGEMENT	7	2	2	2	0	1
MULTILINES MERCHANDIZING	4	0	1	2	0	1
NURSING	18	5	11	2	0	0
PRE-VOCATIONAL COLLEGE	6	1	2	1	2	0
NONE	16	1	11	2	2	0
APPLIANCE REPAIR	9	0	3	5	1	0
PRIVATE INDUSTRY	5	2	3	0	0	0
CHILD DEVELOPMENT	3	0	1	2	0	0
GENERAL SHOP	3	0	3	0	0	0
HORTICULTURE/ LANDSCAPING	13	3	4	2	3	1
HUMAN SERVICES	10	0	4	5	0	1
UPHOLSTERY	8	1	6	1	0	0
WELDING	1	1	0	0	0	0
MAP VOUCHER	5	0	3	2	0	0
MOTOR FREIGHT	4	1	3	0	0	0
TOTAL	366	40	199	92	24	11
TOTAL PERCENT	100%	11%	54%	25%	7%	3%

TABLE 9 MARITAL STATUS OF RESPONDENTS

INSTITUTION	TOTAL RESPONDENTS	SEPARATED	MARRIED	NEVER MARRIED	DIVORCED	WIDOWED
CALIFORNIA	67	9	15	27	8	8
FLORIDA	77	10	13	22	25	6
MARYLAND	30	3	3	16	3	5
MASSACHUSETTS	13	1	1	8	3	0
MICHIGAN	41	10	3	11	12	5
MINNESOTA	12	2	1	6	2	1
NEBRASKA	12	2	0	3	5	2
NEW YORK	86	16	13	44	7	4
WASHINGTON	46	6	12	12	11	4
TOTAL	384	59	61	149	76	35
PERCENT OF TOTALS	100%	15%	16%	39%	20%	9%

Almost ninety percent (90%) of the married respondents are incarcerated in the four states with the largest number of respondents; California, Florida, New York, and Washington.

FIGURE 2

MARITAL STATUS BY STATE, NUMBER AND COLUMN %

STATES	NUMBER	PERCENT %
California	15	25%
Florida	13	21%
New York	13	21%
Washigton	12	20%
Maryland	3	5%
Michigan	3	5%
Minnesota	1	2%
Massachusetts	1	2%
Nebraska	-	-
	61	100%

The implications of the marital status of the respondents are discussed in the following section.

° Children

This was a two part question. First respondents were requested to check the yes or no response box, if they had children. The second part requested those that responded affirmatively to the first part to state the number of children. N=366

Seventy four percent (74%) of the respondents stated that they had one or more children; only 26% had no children. The responses to the marital status question were not cross-tabulated

with the question on number of children. However, the high percentage of respondees (80%) who indicated that they were single and the large percentage of respondents who indicated that they had children suggest that most of the women enrolled in vocational education programs at the study institutions may become heads of households after their release. If in fact after release most of the women assume sole responsibility for caring for their children without the benefit of a partner, clearly they will need to earn a wage sufficient to support themselves and their children. Table 10 identifies the number of children per respondent by institution.

TABLE 10 NUMBER OF CHILDREN PER RESPONDENT: By Institution

	TOTAL RESPONDENTS	NONE	NUMBER OF CHILDREN				
			1	2	3	4	5 OR +
CALIFORNIA	65	24	16	6	10	6	3
FLORIDA	77	13	23	20	7	5	9
MARYLAND	29	7	8	7	4	1	2
MASSACHUSETTS	9	4	1	3	1	0	0
MICHIGAN	39	7	4	10	10	2	6
MINNESOTA	11	4	2	3	0	1	1
NEBRASKA	12	3	1	3	3	2	0
NEW YORK	80	22	20	22	6	3	7
WASHINGTON	44	12	8	13	6	4	1
TOTAL	366	96	83	87	47	24	29
PERCENT	100%	26%	23%	24%	13%	6%	8%

Education and Training Before Incarceration

This section of the questionnaire sought information on the highest grade completed in school prior, and also the identification of any training courses that they were enrolled in prior to incarceration.

- Highest Grade Completed

  Respondents were requested to state the highest grade completed in school prior to incarceration and to indicate whether they had attended college. Responses were clustered in 4 grade level groups; grades 0-6, 7-9, 10-12, and "some college". Responses in these categories were correlated by race, and by institution. N=368.

Over three-fourths of the respondents indicated their educational level prior to incarceration to be above the tenth grade. Of these, forty-four percent (44%) indicated their educational level to be between grades 10-12 and thirty-six percent (36%) indicated having some college experience. Of the remaining women, seventeen percent (17%) indicated a 7-9 grade level, and two percent (2%) responded with sixth grade or less grade level.

The distribution of education levels of the black women and the white women was quite similar to the education levels for all races: over eighty percent (80%) of the white women and of the black women had more than 10th grade education. However, hispanic women were somewhat less well educated; forty percent (40%) of the hispanic women had less than a tenth grade level of education as compared with eighteen percent (18%) of the white women and fifteen percent (15%) of the black women.

The fact that most vocational enrollees at the study facilities have 10th grade or above levels of education may reflect education pre-requisites set by the institution for vocational participation.

Prior educational trends differed among the states. Approximately half of the women in California and Washington State indicated some college experience. Massachusetts respondents had the highest levels of education with approximately ninety percent (90%) of the eleven (11) respondents having tenth grade or better education. At the other end of the education spectrum the

respondents with sixth grade or less education were found in only three states: Florida, New York, and Washington. Table 11 presents the respondent's pre-incarceration educational attainment by race, and Table 12 shows the responses by state.

TABLE 11 PRIOR EDUCATION LEVEL: TOTAL NUMBER OF RESPONDENTS: By Race

RACE/ETHNICITY	TOTAL	GRADES 0 - 6	GRADES 7 - 9	GRADES 10 - 12	SOME COLLEGE
BLACK	183	2	25	92	64
WHITE	114	2	18	45	49
HISPANIC	44	3	16	15	10
ASIAN/PACIFIC	2	0	1	0	1
INDIAN/ALASKAN	25	1	4	11	9
TOTAL	368	8	64	163	133
TOTAL PERCENT	100%	2%	17%	44%	36%

TABLE 12

PRIOR EDUCATION LEVEL: TOTAL NUMBER OF RESPONDENTS: By State and Row and Column Percent

S T A T E S	STATE TOTALS	PERCENT	GRADES 0 - 6	PERCENT	GRADES 7 - 9	PERCENT	GRADES 10 - 12	PERCENT	SOME COLLEGE	PERCENT
CALIFORNIA	65	100%	0	0	14	22%	20	31%	31	48%
FLORIDA	76	100%	3	4%	18	24%	27	36%	28	37%
MARYLAND	30	100%	0	0	8	27%	14	47%	8	27%
MASSACHUSETTS	11	100%	0	0	1	9%	7	64%	3	27%
MICHIGAN	41	100%	0	0	4	10%	22	54%	15	37%
MINNESOTA	12	100%	0	0	2	17%	8	67%	2	17%
NEBRASKA	12	100%	0	0	2	17%	7	58%	3	25%
NEW YORK	80	100%	3	4%	12	13%	42	53%	23	29%
WASHINGTON	41	100%	2	5%	3	7%	16	39%	20	49%
TOTALS	368		8		64		163		133	
PERCENT		100%		2%		17%		44%		36%

° Pre-Incarceration Skills Training

Respondents were asked to state whether prior to incarceration they had learned a skill from any course taught in school. N = 385

Those respondents that answered affirmatively were requested to identify up to two courses and two skills. N = 195 (Respondents) and 219 Responses.

Responses were clustered in five training categories: Office, Trades/Industry, Consumer/Homemaking, Health, and Other. Responses per training category were divided into two groups: responses that identified a skill and other responses which identified academic training, general work habits, etc.

The responses were analyzed to determine whether the vocational enrollees studied had acquired vocational skillls prior to their training experiences in the institution and to review whether prior training was in areas related to their current training.

Approximately half (190) of the three hundred eighty-five respondents stated that they had not learned a skill in school before they were incarcerated. Thus, if these women acquired skills from their institutional training, they would have much better prospects for obtaining skilled employment after their release, than they had before incarceration.

Of the fifty percent (50%) of the women who indicated that they had learned a skill in school before incarceration nearly half of the responses (44%) indicated that they had learned office and clerical skills. By comparison thirty-one percent (31%) of the women studied were enrolled in office and clerical vocational courses at the institutions.

A significant difference exists between the proportion of respondents who had already acquired skills in trades prior to incarceration and the rate of enrollment in institutional trades and industry courses. Only four percent (4%) indicated that they had acquired skills in trades courses prior to incarceration; whereas approximately thirty percent (30%) of the respondents were enrolled in institutional trades courses. The majority of these institutional courses provided training in non-traditionally female skilled trades such as electronics, appliance repair, motor freight, and upholstery repair. Table 13 shows respondents prior training.

TABLE 13 PRE-INCARCERATION TRAINING SKILLS OF RESPONDENTS: By State

INSTITUTION	TOTAL RESPONSES	OFFICE/CLERICAL			TRADES/INDUSTRY			CONSUMER/HOMEMAKING			HEALTH			OTHER		
		* CSKL	** OSKL	*** N/R	CSKL	OSKL	N/R	CSKL	OSKL	N/R	CSKL	OSKL	N/R	CSKL	OSKL	N/R
CALIFORNIA	38	22	1	4	0	0	0	0	0	0	3	0	3	3	0	2
FLORIDA	55	27	1	0	2	0	1	11	2	1	4	0	1	2	1	2
MARYLAND	11	5	0	1	0	0	0	2	0	1	1	0	0	0	0	0
MASSACHUSETTS	10	3	0	5	0	0	1	0	0	1	0	0	0	0	0	0
MICHIGAN	27	11	0	6	2	0	0	1	0	2	2	0	0	2	0	1
MINNESOTA	7	0	1	0	0	0	2	1	0	1	0	0	0	1	0	1
NEBRASKA	3	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0
NEW YORK	44	23	0	6	2	0	3	1	0	1	5	0	3	0	0	0
WASHINGTON	25	4	2	5	3	0	1	4	0	2	1	1	0	1	0	1
		97	5	27	9	0	8	20	2	9	16	1	7	10	1	7
PERCENT	100%	44.3%	2.3%	12.3%	4.1%	0	3.6%	9.1%	1.0%	4.1%	7.3%	.4%	2.3%	4.5%	.4%	3.2%

* CSKL = Specific Skill learned in course
** OSKL = Other Skill (Academic, Human Services, General Work)
*** N/R = No Response, however prior course was identified

NOTE: 195 Repondents indicated prior vocational skill training.
190 Respondents indicated no prior vocational skill training.

Employment Before Incarceration

This series of questions sought to determine information on the respondents prior work experience: number of jobs held and specific information on the job they had liked the best.

° Full-time jobs held before incarceration.

Respondents were asked to state the number of jobs held and to indicate if they had never been employed. N = 385

Respondents who indicated that they had been employed were requested to name the job they liked the best and to give the following information about that job: number of months employed, weekly pay, skills used on the job, reasons for leaving that job, and to indicate whether they would like to work in that job again. N = 285

The majority of these women have had prior work experience primarily in clerical and sales, or service jobs. Twenty-five percent (25%) of those respondeong to questions concerning employment prior to incarceration indicated having never been employed. Of those who did indicate prior employment, thirty-two percent (32%) indicated three - five prior jobs, thirteen percent (13%) indicated two prior jobs, ten percent (10%) indicated one prior job, twelve percent (12%) indicated six - eight prior jobs, and eight percent (8%) indicated nine or more prior jobs. Eight percent (8%) of the respondents indicated having held a professional, technical, or managerial position. Table 14 shows respondents prior work experience.

TABLE 14 PRIOR WORK EXPERIENCE OF RESPONDENTS

INSTITUTION	TOTAL RESPONDENTS	NEVER EMPLOYED	NUMBER OF PRIOR JOBS				
			1	2	3-5	6-8	9 or More
CALIFORNIA	67	13	4	9	26	7	3
FLORIDA	78	17	6	3	33	14	5
MARYLAND	30	6	6	5	8	3	2
MASSACHUSETTS	13	3	2	0	4	1	3
MICHIGAN	41	10	4	5	12	7	3
MINNESOTA	12	4	0	0	3	2	3
NEBRASKA	12	2	1	2	4	2	1
NEW YORK	86	25	12	19	20	4	6
WASHINGTON	46	17	2	6	12	8	1
TOTAL	385	96	38	49	122	48	32
BY PERCENT OF TOTAL	100%	25%	10%	13%	32%	12%	8%

When asked to name the job they liked the best prior to incarceration, approximately one-fourth of the women did not respond.

Of the two hundred eighty-five respondents who named a best liked job, the largest percentage, forty-one percent (41%) named a clerical or sales job, thirty-five percent (35%) indicated a service worker job, eight percent (8%) a professional, technical or managerial job, and the others were in craft or laborer jobs.

FIGURE 3

RESPONDENTS NUMBER OF MONTHS IN BEST LIKED PRIOR JOB: By Occupational Categories

OCCUPATIONAL CATEGORIES	#	%	NUMBER OF MONTHS				
			0 - 6	7 - 12	13 - 24	25 - 36	37 +
Professional/Technical and Managerial	24	8.4%	6	3	6	3	6
Clerical/Sales	118	41.4%	21	40	22	13	22
Service	100	35.1%	35	23	15	13	14
Other	43	15.1%	10	8	9	6	10
TOTAL	285	100%	72	74	52	36	51

The majority of individual jobs were held for short time periods. Clerical and sales workers tended to have worked in these jobs for a period of seven to twelve months; while the majority of women who had worked in service occupations indicated a series of individual job experiences, each of which lasted for a maximum of six months. Table 15 shows respondents length of employment on best liked job by institution.

TABLE 15 LENGTH OF PRE-INCARCERATION EMPLOYMENT ON BEST LIKED JOB: By Number of Months, By Institution

INSTITUTION	TOTAL RESPONDENTS	NUMBER OF MONTHS				
		0-6	7-12	13-24	25-36	OVER 37
CALIFORNIA	52	13	17	8	5	9
FLORIDA	65	12	13	13	16	11
MARYLAND	22	9	6	4	0	3
MASSACHUSETTS	9	2	2	2	1	2
MICHIGAN	27	6	12	3	3	3
MINNESOTA	9	3	2	3	1	0
NEBRASKA	8	3	1	2	0	2
NEW YORK	63	12	13	12	7	19
WASHINGTON	30	12	8	5	3	2
TOTAL	285	72	74	52	36	51
PERCENT OF TOTAL	100%	25%	26%	18%	13%	18%

The women were asked to indicate the weekly salary they had received in the job they liked best before incarceration. N = 295 Responses were clustered to reflect one hundred dollars or less, between one hundred to two hundred dollars, between two hundred to three hundred dollars, and three hundred dollars or more. Almost twenty-five percent (25%) of the women indicated having earned a weekly salary of one hundred dollars or less (which averages an hourly rate of $2.50) which is below minimum wage standards. Over half of the women indicated having earned a weekly salary between one hundred and two hundred dollars. The highest number of respondents, by course, who indicated a prior weekly salary between two hundred and three hundred dollars were enrolled in data processing and food service vocational courses in the institutions. The highest number of respondents, by course, who indicated a prior weekly salary of three hundred dollars or more were enrolled in graphic arts, data processing, human services, or "other" types of vocational training. Table 16 indicates the respondents weekly salary in the best liked job before incarceration by vocational education course.

TABLE 16 RESPONDENTS WEEKLY SALARY IN BEST LIKED JOB BEFORE INCARCERATION

VOCATIONAL EDUCATION COURSE	TOTAL	$ 0-100	$ 100-200	$ 200-300	$ 300+
CLERICAL ARTS	47	14	28	4	1
DATA PROCESSING	47	8	28	8	3
GRAPHIC ARTS	14	2	7	1	4
COSMETOLOGY	26	9	13	2	2
FOOD SERVICE	25	3	11	9	2
SEWING TAILORING	18	5	10	3	0
OTHER	12	3	3	3	3
BUILDING MAINTENANCE	4	0	3	0	1
ELECTRONICS	14	6	7	1	0
HOME MANAGEMENT	4	2	2	0	0
MULTILINES MERCHANDIZING	4	1	1	1	1
NURSING	11	3	6	2	0
PRE-VOCATIONAL COLLEGE	3	0	1	0	2
NONE	15	3	9	3	0
APPLIANCE REPAIR	7	1	5	1	0
PRIVATE INDUSTRY	3	2	0	1	0
CHILD DEVELOPMENT	4	1	3	0	0
GENERAL SHOP	2	1	1	0	0
HORTICULTURE/ LANDSCAPING	11	1	5	3	2
HUMAN SERVICES	12	3	5	1	3
UPHOLSTERY	6	2	3	0	1
WELDING	1	1	0	0	0
MAP VOUCHER	4	1	1	1	1
MOTOR FREIGHT TRANSPORTATION	1	0	1	0	0
TOTAL	295	72	153	44	26
PERCENT	100%	24.4%	51.9%	14.9%	8.8

The most frequent reasons respondents left the job they liked best were because they were arrested, thirty-one percent (31%), and personal problems, twenty-five percent (25%), such as inability to get along with either supervisors or co-workers and lack of transportation to work. Table 17 shows the responses by State. It is interesting that the majority, seventy percent (70%), of respondents (257) stated that they would like to work in this job again.

TABLE 17 REASONS RESPONDENTS LEFT BEST LIKED JOB PRIOR TO INCARCERATION: By State

INSTITUTION	TOTAL	PERCENT	ARREST	MOVED	PREGNANCY/ HEALTH	LAID-OFF	PAY	PERSONAL PROBLEMS
CALIFORNIA	52	18.5	12	8	8	4	4	16
FLORIDA	61	21.7	17	9	10	6	3	16
MARYLAND	23	8.2	13	0	0	4	1	5
MASSACHUSETTS	11	3.9	4	1	0	1	2	3
MICHIGAN	31	11.0	7	4	7	3	5	5
MINNESOTA	8	2.8	2	1	2	2	0	1
NEBRASKA	9	3.2	3	1	2	1	0	2
NEW YORK	60	21.4	19	3	8	11	4	15
WASHINGTON	26	9.3	10	6	2	2	0	6
TOTAL	281		87	33	39	34	19	69
PERCENT		100%	31.0	11.7	13.9	12.1	6.8	24.5

Experiences While Incarcerated

The survey posed a number of questions concerning the respondents institutional vocational training participation. Questions covered identification of the course in which they were enrolled, how they learned about the course, selection procedures, skills acquired to-date of the survey, rate of pay for course participation, and the effect of the course on respondents aspirations. This section of the instrument was considered one of the most important since the requested information would provide a direct commentary by the respondents on their perceptions and opinions of the training they were receiving at the time of the survey.

- Respondents were asked to state the number of months they had been incarcerated at the study institutions and the number of months before they expected to be released. The responses to these two questions were clustered by the following ranges of numbers of months: 0-6, 7-12, 13-24, 25-36, 37-48. N = 343

- Respondents were also asked whether they had been incarcerated before. N = 319

Approximately fifty percent (50%) of the enrollees studied had been incarcerated in the study institutions for a year or less and sixty-one percent (61%) were within one year of anticipated release. (See Table 18.) Only eight percent (8%) anticipated not being released for four or more years. From these data it can be concluded that the women selected by the institutions for vocational training have relatively short-term sentences. In addition, nearly sixty percent (60%) of the respondents stated that they had never been incarcerated before. The fact that few women with long-term sentences are selected may reflect a pragmatic decision of the institutions to utilize their limited numbers of training slots for those women who will need to obtain and will be available for employment within one or two years. The fact that the majority of the respondents were one-time offenders may reflect a bias of the institutions against committing training resources to repeat offenders.

TABLE 18 RESPONDENTS LENGTH OF INCARCERATION AND ANTICIPATED MONTHS BEFORE RELEASE

MONTHS IN INSTITUTION	TOTAL RESPONDENTS	MONTHS BEFORE RELEASE					
		0 - 6	7 - 12	13 - 24	25 - 36	37 - 48	49 and Over
0 -6	85	29	19	21	5	1	10
7 -12	91	35	28	15	6	3	4
13 -24	93	34	29	16	8	3	3
25-36	36	11	10	8	3	0	4
37-48	23	9	3	5	3	1	2
49 and more	15	0	3	5	1	1	5
TOTAL	343	118	92	70	26	9	28

- Means Through Which Respondents Learned of their Vocational Education Course

  - Respondents were asked in an open-ended question to explain how they learned about the course in which they were enrolled. Responses were clustered in the following categories: classification/ orientation process, staff person, education department, another offender, bulletin board, and other. N=351

The respondents learned about their vocational course through three primary means: nearly forty percent (40%) through an institution staff person or educator; twenty-three percent (23%) through another offender and nineteen percent (19%) through the classification process. The site surveys documented the informal communication that develops between offenders and institutional staff, including many who are not directly involved in the vocational program. The reason fewer women identify the classification process as a source of information on the vocational course may be that it is the first process to which the women are exposed when they enter the institution, and therefore, it may not impress them as much as later relationships. As was discussed in the preceding section of this report, the classification process at the institutions studied tends to focus on the women's institutional adjustment and limited emphasis was placed on on-going vocational counseling.

TABLE 19 MEANS THROUGH WHICH RESPONDENTS LEARNED OF VOCATIONAL COURSE IN WHICH ENROLLED

VOCATIONAL EDUCATION COURSE OF RESPONDENT	TOTAL RESPONDENTS	MEANS OF LEARNING OF COURSE					
		CLASS/ORIEN	STAFF PERSON	EDUCATION DEPT	OFFENDER	BULLETIN BOARD	OTHER
CLERICAL ARTS	65	13	21	7	11	0	13
DATA PROCESSING	50	10	9	6	11	9	5
GRAPHIC ARTS	16	3	2	2	4	3	2
COSMETOLOGY	31	10	6	3	6	1	5
FOOD SERVICE	31	5	8	4	9	1	4
SEWING TAILORING	20	5	3	2	6	1	3
OTHER	13	0	6	3	2	1	1
BUILDING MAINTENANCE	7	0	3	2	2	0	0
ELECTRONICS	22	7	8	0	7	0	0
HOME MANAGEMENT	6	2	1	1	0	1	1
MULTILINES MERCHANDIZING	4	0	2	0	2	0	0
NURSING	17	0	4	1	4	5	3
PRE-VOCATIONAL COLLEGE	6	0	3	1	1	0	1
NONE	2	0	0	0	1	0	1
APPLIANCE REPAIR	9	0	1	2	4	1	1
PRIVATE INDUSTRY	4	0	2	1	1	0	0
CHILD DEVELOPMENT	3	1	2	0	0	0	0
GENERAL SHOP	3	1	0	0	2	0	0
HORTICULTURE/ LANDSCAPING	12	5	1	1	2	3	0
HUMAN SERVICES	11	3	2	1	4	1	0
UPHOLSTERY	9	1	4	0	3	0	1
WELDING	1	0	0	1	0	0	0
MAP VOUCHER	5	1	3	0	0	0	1
MOTOR FREIGHT TRANSPORTATION	4	0	2	2	0	0	0
TOTAL	351	67	93	40	82	27	42
PERCENT	100%	19%	26.5%	11.4%	23.4%	7.7%	12%

° Value of the Course to Respondents

- Respondents were asked in an open-ended question to indicate the most valuable things their vocational course provided them. Responses were clustered according to the following categories: course skills, academic skills, career plans, survival skills for outside the institution, survival skills for inside the institution, ability to earn money, no skills, don't know, and other. N = 328 respondents, and 538 responses.

The largest percentage of responses - forty percent (40%) indicated that the most valuable things gained from the courses were technical skills related to their courses. For example, some indicated typing, bench work, knowledge of equipment, etc. The next highest clusters of responses indicated that the most important benefits of the courses were learning skills for a career, twelve percent (12%) and acquiring skills which would help in surviving outside the institution, ten percent (10%). Only seven percent (7%) indicated that the greatest value of the course was to help them earn more money after release. A small percentage of the women thought the course taught them nothing, three precent (3%), and a few, one percent (1%) responded that they didn't know what was the most valuable thing the course provided. Course skills were emphasized frequently in both traditional and non-traditional skill training activities, and apprenticeship training; while academic skills tended to be selected for pre-vocational and vocational activities with major educational components, such as child development. "Career plans" was a frequent response by women involved in traditional training areas. Career plans were the focus of twenty-three percent (23%) of those involved in nursing. Table 20 shows the results.

TABLE 20

VALUE OF COURSE TO RESPONDENTS

VOCATIONAL EDUCATION COURSE	TOTAL	COURSE SKILLS	ACADEMIC SKILLS	CAREER	SURVIVAL SKILLS OUT	SURVIVAL SKILLS IN	MONEY	NOTHING	DON'T KNOW	*OTHER
CLERICAL ARTS	81	50	2	9	4	2	3	2	0	9
DATA PROCESSING	73	26	2	16	12	1	9	1	0	6
GRAPHIC ARTS	23	10	0	3	3	1	3	1	1	1
COSMETOLOGY	43	15	0	4	8	1	8	2	0	5
FOOD SERVICE	40	22	0	3	4	4	2	2	1	2
SEWING TAILORING	20	8	0	3	1	1	0	5	0	2
OTHER	11	2	1	5	1	0	2	0	0	0
BUILDING MAINTENANCE	10	2	0	0	3	3	1	0	0	1
ELECTRONICS	28	18	0	4	1	1	1	0	0	3
HOME MANAGEMENT	5	0	0	0	1	3	0	0	0	1
MULTILINES MERCHANDIZING	5	1	0	2	0	1	0	0	0	1
NURSING	26	12	0	6	7	0	0	0	0	1
PRE-VOCATIONAL COLLEGE	6	1	2	1	0	0	1	0	0	1
NONE	2	1	1	0	0	0	0	0	0	0
APPLIANCE REPAIR	12	5	1	1	1	1	2	0	0	1
PRIVATE INDUSTRY	4	2	0	0	0	0	2	0	0	0
CHILD DEVELOPMENT	4	1	1	0	1	1	0	0	0	0
GENERAL SHOP	4	2	0	0	1	0	0	0	0	1
HORTICULTURE/ LANDSCAPING	18	7	1	3	1	2	0	1	1	2
HUMAN SERVICES	18	9	1	1	0	0	0	0	0	7
UPHOLSTERY	10	6	0	1	1	0	0	0	0	2
WELDING	1	0	0	0	0	0	0	1	0	0
MAP VOUCHER	6	3	0	0	2	0	1	0	0	0
MOTOR FREIGHT TRANSPORTATION	6	2	1	1	0	0	1	0	0	1
TOTALS	456	205	13	63	52	22	36	15	3	47
PERCENT	100%	45	3	14	11	5	8	3.3	7	10

*Personal self-awareness items.

° Respondents were asked whether they planned to use their training in a job after release. N = 296

° Information on job market . They were also asked if job market possibilities was a part of their vocational course. N = 289

° Respondents were requested to indicate if job placement was a part of their vocational course. N = 289

Almost ninety percent (259) of the respondents indicated that they plan to use their vocational training in a post-release job. However, forty-three percent (123) of the respondents stated that they had not received job market information as a part of their course. As was discussed in the Comparative Analysis Section of this report, even where job market information is discussed in vocational courses, it is done in an informal manner. Job market data is not considered a part of the curricula in the vocational programs studied.

Nearly seventy percent (199) of the respondents stated that job placement was not a part of their vocational course. This data confirms the information obtained from interviews of institutional staff that few institutions had committed staff or resources to provide placement services, although placement was viewed as a vital link in the total plan for the individual.

° Vocational Needs - Immediate and Post-Release

- Respondents were asked in two open-ended questions to name their current vocational needs and to name any additional vocational training needed after release. The responses to the two questions were clustered in the following groups: other types of courses, more training in the same course, academic skills, work experience, money, survival skills, don't know and other. The responses to the two questions were cross-tabulated. N = 345 and 369 Responses

The needs identified by the women studied for additional training at the time of the survey and for the future following release were similar. The largest responses were for more training in the same course, other types of courses, and academic skills. Sixty-seven percent (67%) of the responses

identified these three categories as being immediate needs and sixty-nine percent (69%) of the responses identified the same categories for post-release needs.

Few statistically significant patterns could be determined that reflect differences in responses to needs either by institution, or by individual vocational activity. It appears that differences in responses were more a function of the frame of reference in answering the question, the respondent's level of information, and the individual woman's opinion structure. These issues should be included among future research objectives in order to develop a clearly understood dimension for ascertaining the attitudes and behavior of incarcerated women. Detected in this research effort, was the importance of the individual's self-awareness in providing a frame of reference from which to respond to fairly in-depth questions. Responses from those women who expressed determination for future successes tended to reflect positive and strong self-values that existed either with, or in spite of, staff support. It can therefore be deduced that improvement of self-value should be an objective of programs in all areas of institutional life. Further, if self-awareness is recognized as a need that is addressed by program activities, specific levels could be identified within which the development of an individual's aspirations could be examined.

Table 21 shows the cross-tabulation of responses for immediate and post-release vocational needs. Table 22 shows immediate needs by course and number of responses. Table 23 reports the immediate needs by percent. Post-release vocational needs are presented in Table 24 by number and in Table 25 by percent.

TABLE 21

VOCATIONAL NEEDS - IMMEDIATE AND POST RELEASE CROSS-TABULATIONS

IMMEDIATE	POST RELEASE									
	TOTAL	OTHER TYPES OF COURSES	MORE TRAINING IN SAME COURSE	ACADEMIC SKILLS	WORK EXPERIENCE	MONEY	SURVIVAL SKILLS	DON'T KNOW	OTHER	NONE
OTHER TYPES OF COURSES	80	25	16	19	1	0	1	3	4	11
MORE TRAINING IN SAME COURSE	123	20	47	19	6	1	2	4	4	20
ACADEMIC SKILLS	45	10	12	17	0	0	1	1	0	4
WORK EXPERIENCE	11	1	2	1	2	0	0	0	0	5
MONEY	25	6	6	6	0	0	0	1	0	6
SURVIVAL SKILLS	7	1	1	2	0	0	1	1	0	1
DON'T KNOW	6	1	3	0	0	0	0	0	1	1
OTHER	33	5	12	5	2	0	0	0	2	7
NONE	39	4	8	4	1	1	0	0	3	18
TOTAL	369	73	107	73	12	2	5	10	14	73
PERCENT	100	19.8	29.0	19.8	3.3	.5	1.3	2.7	3.8	19.8

TABLE 22

IMMEDIATE VOCATIONAL NEEDS: By Number

TOTAL VOCATIONAL EDUCATION COURSE	TOTAL NUMBERS	COURSE	TRAINING	ACADEMIC	WORK	OTHER	DON'T KNOW	NONE
CLERICAL ARTS	60	11	31	5	0	5	1	7
DATA PROCESSING	47	8	13	3	2	12	2	7
GRAPHIC ARTS	10	2	4	0	1	1	1	1
COSMETOLOGY	29	2	12	3	1	10	0	1
FOOD SERVICE	32	10	8	4	0	6	1	3
SEWING TAILORING	23	2	6	4	1	6	0	4
OTHER	8	1	3	0	0	3	0	1
BUILDING MAINTENANCE	9	4	3	0	0	2	0	0
ELECTRONICS	21	6	7	2	0	6	0	0
HOME MANAGEMENT	7	1	3	1	0	1	0	1
MULTILINES MERCHANDIZING	6	3	2	1	0	0	0	0
NURSING	18	6	4	2	1	1	0	4
PRE-VOCATIONAL COLLEGE	12	2	4	3	1	2	0	0
NONE	6	3	1	0	1	0	0	1
APPLIANCE REPAIR	9	2	1	1	2	2	0	1
PRIVATE INDUSTRY	3	1	0	2	0	0	0	0
CHILD DEVELOPMENT	2	0	0	2	0	0	0	0
GENERAL SHOP	2	1	0	1	0	0	0	0
HORTICULTURE/ LANDSCAPING	17	7	5	2	0	2	1	0
HUMAN SERVICES	11	2	2	3	1	1	0	2
UPHOLSTERY	4	0	2	0	1	0	0	1
WELDING	1	1	0	0	0	0	0	0
MAP VOUCHER	5	0	1	0	0	2	0	2
MOTOR FREIGHT TRANSPORTATION	3	0	3	0	0	0	0	0
TOTAL	345	75	115	39	12	62	6	36

TABLE 23

IMMEDIATE VOCATIONAL NEEDS: By Percent

TOTAL VOCATIONAL EDUCATION COURSE	TOTAL PERCENT	COURSE	TRAINING	ACADEMIC	WORK	OTHER	DON'T KNOW	NONE
CLERICAL ARTS	17.4	14.7	27	12.7	-0-	7.8	16.7	19.5
DATA PROCESSING	13.6	10.7	11.3	7.7	16.8	19.3	33.2	19.5
GRAPHIC ARTS	2.8	2.7	3.4	-0-	8.3	1.6	16.7	2.8
COSMETOLOGY	8.4	2.7	10.4	7.7	8.3	1.6	-0-	2.8
FOOD SERVICE	9.3	13.3	7.	10.3	-0-	9.7	16.7	8.2
SEWING TAILORING	6.7	2.7	5.2	10.3	8.3	9.7	-0-	11.
OTHER	2.3	1.3	2.6	-0-	-0-	4.8	-0-	2.8
BUILDING MAINTENANCE	2.6	5.3	2.6	-0-	-0-	3.	-0-	-0-
ELECTRONICS	6.1	8.	6.1	5.1	-0-	9.7	-0-	-0-
HOME MANAGEMENT	2.9	1.3	2.6	2.6	-0-	1.6	-0-	2.8
MULTILINES MERCHANDIZING	1.7	4.	1.7	2.6	-0-	1.6	-0-	-0-
NURSING	5.2	8.	3.4	5.1	8.3	1.6	-0-	11.
PRE-VOCATIONAL COLLEGE	3.5	2.7	3.4	7.7	8.3	3.	-0-	-0-
NONE	1.7	1.4	1.	-0-	8.3	-0-	-0-	2.8
APPLIANCE REPAIR	2.6	2.7	1.	2.6	16.8	3.	-0-	2.8
PRIVATE INDUSTRY	0.9	1.3	-0-	5.1	-0-	-0-	-0-	-0-
CHILD DEVELOPMENT	0.6	-0-	-0-	5.1	-0-	-0-	-0-	-0-
GENERAL SHOP	0.6	1.3	-0-	2.6	-0-	-0-	-0-	-0-
HORTICULTURE/ LANDSCAPING	4.9	9.3	4.3	5.1	-0-	3.	16.7	-0-
HUMAN SERVICES	3.2	2.7	1.7	7.7	8.3	1.6	-0-	5.6
UPHOLSTERY	1.2	-0-	1.7	-0-	8.3	-0-	-0-	2.8
WELDING	0.3	1.3		-0-	0	-0-	-0-	-0-
MAP VOUCHER	1.4	-0-	1.	-0-	0	3.	-0-	5.6
MOTOR FREIGHT TRANSPORTATION	0.9	-0-	2.6	-0-	0	-0-	-0-	-0-
TOTAL PERCENT	100%	100%	100%	100%	100%	100%	100%	100%

TABLE 24

POST-RELEASE VOCATIONAL NEEDS: By Number

TOTAL VOCATIONAL EDUCATION COURSE	TOTAL NUMBERS	COURSE	TRAINING	ACADEMIC	WORK	OTHER	DON'T KNOW	NONE
CLERICAL ARTS	61	11	22	10	2	2	4	10
DATA PROCESSING	53	9	16	8	2	1	3	14
GRAPHIC ARTS	15	4	3	2	1	0	2	3
COSMETOLOGY	30	5	10	5	0	0	2	8
FOOD SERVICE	31	4	8	5	3	1	4	6
SEWING TAILORING	19	0	4	6	0	0	1	8
OTHER	9	1	4	2	0	0	0	2
BUILDING MAINTENANCE	5	0	2	0	0	0	3	0
ELECTRONICS	18	4	10	2	0	1	1	0
HOME MANAGEMENT	3	0	0	0	1	0	0	2
MULTILINES MERCHANDIZING	4	0	1	1	0	0	1	1
NURSING	26	9	8	4	0	1	1	3
PRE-VOCATIONAL COLLEGE	4	1	1	2	0	0	0	0
NONE	6	1	1	2	1	0	0	1
APPLIANCE REPAIR	7	2	3	0	1	0	1	0
PRIVATE INDUSTRY	4	2	0	0	0	0	1	1
CHILD DEVELOPMENT	2	0	1	1	0	0	0	0
GENERAL SHOP	4	1	1	1	0	0	1	0
HORTICULTURE/ LANDSCAPING	18	3	5	6	1	0	1	2
HUMAN SERVICES	13	1	1	8	0	0	0	3
UPHOLSTERY	5	1	1	0	0	0	2	1
WELDING	1	1	0	0	0	0	0	0
MAP VOUCHER	5	1	0	0	0	0	0	4
MOTOR FREIGHT TRANSPORTATION	5	1	2	0	1	0	0	1
TOTAL	348	62	104	65	13	6	28	70

TABLE 25

POST-RELEASE VOCATIONAL NEEDS: By Percent

TOTAL VOCATIONAL EDUCATION COURSE	TOTAL PERCENT	COURSE	TRAINING	ACADEMIC	WORK	OTHER	DON'T KNOW	NONE
CLERICAL ARTS	17.5	17.7	21.1	15.4	15.4	33.2	14.2	14.3
DATA PROCESSING	15.2	14.5	15.4	12.3	15.4	16.7	10.7	2.0
GRAPHIC ARTS	4.3	6.5	2.9	3.1	7.7	-0-	7.1	4.3
COSMETOLOGY	8.6	8.1	9.6	7.7	-0-	-0-	7.1	11.4
FOOD SERVICE	8.9	6.5	7.7	7.7	23	16.7	14.3	8.6
SEWING TAILORING	5.5	-0-	4.	9.2	-0-	-0-	3.6	11.4
OTHER	2.6	1.6	4.	3.1	-0-	-0-	-0-	2.9
BUILDING MAINTENANCE	1.4	-0-	2.	-0-	-0-	-0-	10.7	-0-
ELECTRONICS	5.2	6.5	9.6	3.1	-0-	16.7	3.6	-0-
HOME MANAGEMENT	0.9	-0-	-0-	-0-	7.7	-0-	-0-	2.9
MULTILINES MERCHANDIZING	1.1	-0-	.9	1.5	-0-	-0-	3.6	1.4
NURSING	7.5	14.5	7.7	6.2	-0-	16.7	3.6	4.3
PRE-VOCATIONAL COLLEGE	1.1	1.6	.9	3.1	-0-	-0-	-0-	-0-
NONE	1.7	1.6	.9	3.1	7.7	-0-	-0-	1.4
APPLIANCE REPAIR	2.0	3.2	2.9	-0-	7.7	-0-	3.6	-0-
PRIVATE INDUSTRY	1.1	3.2	-0-	-0-	-0-	-0-	3.6	1.4
CHILD DEVELOPMENT	0.6	-0-	.9	1.5	-0-	-0-	-0-	-0-
GENERAL SHOP	1.1	1.6	.9	1.5	-0-	-0-	3.6	-0-
HORTICULTURE/ LANDSCAPING	5.2	4.9	4.8	9.2	7.7	-0-	3.6	2.9
HUMAN SERVICES	3.7	1.6	.9	12.3	-0-	-0-	-0-	4.3
UPHOLSTERY	1.4	1.6	.9	-0-	-0-	-0-	7.1	1.4
WELDING	0.3	1.6	-0-	-0-	-0-	-0-	-0-	-0-
MAP VOUCHER	1.4	1.6	-0-	-0-	-0-	-0-	-0-	5.7
MOTOR FREIGHT TRANSPORTATION	1.4	1.6	.2	7.7	7.7	-0-	-0-	1.4
TOTAL PERCENT	100%	100%	100%	100%	100%	100%	100%	100%

Plans After Release

The final section of the questionnaire included questions on post-release job and aspirations, anticipated problems, and personal feelings.

The women were asked to name the kind of job they planned to obtain immediately after release. In this open-ended question, they were also asked to describe why they would select this job, the expected salary, and how long they would want to work in this job. While few women responded to this question in detail, eighty-two percent (82%) of the women participating in the survey did state an immediate post-release job. N = 314 The women were also asked to name the kind of job they planned to have five years following their release. N = 367 For both of these questions, responses were clustered to reflect professional/technical/managerial, clerical and sales, service, farming/fishery/forestry, processing, machine trades, bench work, structural work, and other.

The majority of the respondents, seventy-two percent (72%), indicated either a clerical and sales (34%), service (24%), or professional/technical/managerial (14%) for the immediate post-release job. These same occupations were also indicated by the majority of respondents, eighty-three percent (83%), for job aspirations five years following release. However, it is significant to note that almost half of the respondents (45%) indicated that they planned to have a professional/technical/managerial job five years after release. This may be interpreted as either unrealistic job aspirations or as job aspirations that are unrelated to current vocational training activities, due to the few vocational courses which are geared towards professional/technical/managerial positions. Table 26 indicates the job aspirations of respondents immediately following release and five years following release by occupations, number and percent.

The data from the two above questions was cross-tabulated to ascertain the number of respondents who selected the same immediate and five year post-release job. Sixty-nine percent (69%) of the women participating in this survey responded to both questions. N = 269 The highest number of the respondents, fifty percent (50%), selected professional/technical/managerial, clerical and sales, or service occupations for both immediate and five year job aspirations. A professional job was indicated by thirteen percent (13%) of the women who responded to both

TABLE 26 JOB ASPIRATIONS OF RESPONDENTS IMMEDIATELY FOLLOWING RELEASE AND FIVE YEARS FOLLOWING RELEASE: By Occupation, Number and Percent

	IMMEDIATELY FOLLOWING RELEASE		FIVE YEARS FOLLOWING RELEASE	
	NUMBER	PERCENT	NUMBER	PERCENT
PROFESSIONAL, TECHNICAL AND MANAGERIAL	44	14	166	45
CLERICAL AND SALES	107	34	86	23
SERVICE	76	24	55	15
FARMING, FISHERY, FORRESTRY AND RELATED	2	1	1	0
PROCESSING	3	1	1	0
MACHINE TRADES	13	4	4	1
BENCH WORK	17	5	14	4
STRUCTURAL WORK	12	4	14	4
OTHER	40	13	26	7
TOTAL	314	100	367	99

* % rounded to nearest whole number

questions on immediate and five year job plans. Additionally, twenty-three percent (23%) indicated clerical arts, and thirteen percent (13%) indicated service jobs, both for immediate and five year job plans. Table 27 illustrates the respondents immediate and five years after release job plan cross-tabulation.

TABLE 27 RESPONDENTS IMMEDIATE AND FIVE YEARS AFTER RELEASE JOB PLAN CROSS-TABULATIONS

IMMEDIATE	TOTAL	PROFESSIONAL/ TECHNICAL/ MANAGERIAL	CLERICAL AND SALES	SERVICE OCCUPA-TIONS	FARM/ FISH/ FORESTRY	PROCESS-ING	MACHINE TRADES	BENCH WORK	STRUCTUR-AL WORK	OTHER
PROFESSIONAL/ TECHNICAL/ MANAGERIAL	41	35	1	4	0	0	0	0	0	1
CLERICAL AND SALES	88	16	63	5	0	0	0	0	1	3
SERVICE OCCUPATIONS	66	21	6	36	0	0	0	0	0	3
FARM/FISH/ FORESTRY	2	0	0	1	1	0	0	0	0	0
PROCESSING	2	1	0	0	0	1	0	0	0	0
MACHINE TRADES	11	5	0	0	0	0	3	1	0	2
BENCH WORK	15	2	1	0	0	0	0	12	0	0
STRUCTURAL WORK	10	1	0	0	0	0	0	0	9	0
OTHER	34	9	3	4	0	0	0	0	3	15
TOTAL	269	90	74	50	1	1	3	13	13	24

The women were asked to name the major problems in meeting their vocational aspirations after release from the institution. Responses to this open-ended question were clustered within the following eight categories: prior conviction, money, education and/or training, obtaining a job, psychological adjustment, personal/family needs, other, and none. N = 331

Of the three hundred fifty-six responses, the highest number of responses fell within the prior conviction category (30%). Fifteen percent (15%) of the responses indicated job and job market concerns, thirteen percent (13%) indicated money, nine percent (95) indicated education and/or training, six percent (6%) indicated personal and family needs, and four percent (4%) indicated psychological adjustment. Seventeen percent (17%) of the respondents indicated that they anticipated no major problems in meeting their vocational aspirations after release.

The personal feelings expressed by the respondents, both throughout the questionnaire and in response to a specific inquiry on personal feeling concerning vocational needs and aspirations, cover a range of issues and a number of pertinent attitudes. Women tended to focus on, and expressed high value for human factors such as caring and interest in who she is and what she needs. In addition to expressions of self-determination, a number of prominent attitudes were prevalent throughout these institutions. These include hopelessness, confusion, fear, and outrage. Examples of these attitudes are provided by the following direct quotations.

"...Well, there is not enough training her to become what I want to be, and the people here really don't care what becomes of you. Not all of them but most of them. The whole problem here is money, I can't afford my needs in the course I'm in, and the state don't help, I don't know what to do anymore. But, I will be a teacher when I get out, no matter what I have to do to achieve that goal..."

"... I was young when I first got locked up. I was only 19 years old, I'm 22 years old now. I've learned to deal with the impossible to maket it possible. I feel as though I can be anything I want now. I have education now and I was shocked into prison life, and was shocked out of it, into reality. I realize what time it is. This place needs a new Program to teach the women how to cope with prison life more better. Especially for the Young Girls. There is no such thing as rehabilitation. Rehabilitation comes from self. But if a person doesn't know how to cope with the environment, how can it come from self? It's a struggle for us. It's hard for us to come out of prison and deal with society and survive..."

"... I would like to be pay, sometime you can't take a course because you don't have anyone sending you money. So there for you have to fine a job that will pay here, and that's only $11.00 a month. You have to buy your own need's..."

"... Really if I could explane in detail how much I need to know and learn about me and the world I would be in good shape. But I can't explane to you because I haven't been learn anything from prison but to stay away from it. I will on my own do what there is to do to get what I want out of life.

I work very hard when I do have a job. I lisling to what every is write that some one els is talking to me about. My intention are to go back to school and remain in there until I receive the education that I need..."

"... Some of the women should be able to go and talk with some one to help them adjust to the free world, because things have changed so much and its very confusion! Like have of the time I'm spaced out, on my thoughts, and I try to stay this way!..."

"... I am disgusted with the way these people have taken me out of my only training in my life. Something I was good at, and enjoyed and plan to continue with. Its something I really need. I've never worked in my life because of no skills. Its called punishment to them. But I've already spent 3 mos in Max security for punishment and lost everything. Its not enough for them..."

"... This course is relaxed and not a presured atmosphor like school had been. The teacher is really cool and willing to help you doesn't pressure you which is what you need in jail..."

"... Administration needs to be changed, it's a power thing, tension is so thick you can cut it with a knife. Check out our means for a release of this tension. Not enough activities. Commissary prices need to go down,..."

"... My personal needs as a human being to beable to take the reflections which I feel that at this point I'll be able to handle the rejection, but if I should have to do all the time how will I feel then.

Will cosmotology be a need where I am going back to as if I do go into the field I will put my whole into it to make it work..."

"... Never really thought about it..."

"... How to deal with the out side after being in here form a long time and I know is hard. How to deal with your family after not living with them in a long time. And the want and the need to do something with your live. And how a person that's been doing wrong for so long how hard it is to change. And all the course will not change that you have to do it your self, you have to make something out of your life!..."

"... I feel as thow we need respect more money learn better skills and try to rotate us in this shop at least twice a month so we can learn different skill to get us prepar for the free world so it wouldn't be hard to get a job so when we decide to fine one and the man ask what did I use to do I can tell him at least more than a string cutter and a ironer and if we tell them that, then we don't have a job..."

"... I would love to know of any person being really interested in my achieving an outstanding goal. The thought of leaving here with a positive plan for life is what I have to think will or could happen.

At this point in life, being here I don't see that anyone (officials) really care. To them everything is just a matter of "doing their job."

I can see that, if I didn't care about myself I do nothing, as so many of the women are doing now and probably will do as long as no one really care..."

"... It is difficult to describe my feelings as I'm trying so hard to think optimistically about everything upon my release. Though I've never been a negative thinker, - I must say that this place has definitely not made me the optomist that I truly once was - I consider, however, that this is due to my 24 hour around the clock surroundings which I am not able to get totally away from - through constant effort I try not to be like the horse with the blinder on, so that I may not fall in such a desolate pattern that would be destructive to me - Gads! - I don't think you really wanted to hear all this - so I'll will leave it alone.- Whatever endeavors are taken as a result from all of us putting our opinions on paper, hopefully will make the girls aware of the need in continuing education. So much to say - so little said - ..."

SECTION III

RECOMMENDATIONS

Vocational education in correctional settings was defined by this study as the set of activities that plan, administer, and effectively deliver instruction and skill training needed to prepare incarcerated women for legitimate gainful employment when returned to the open community.

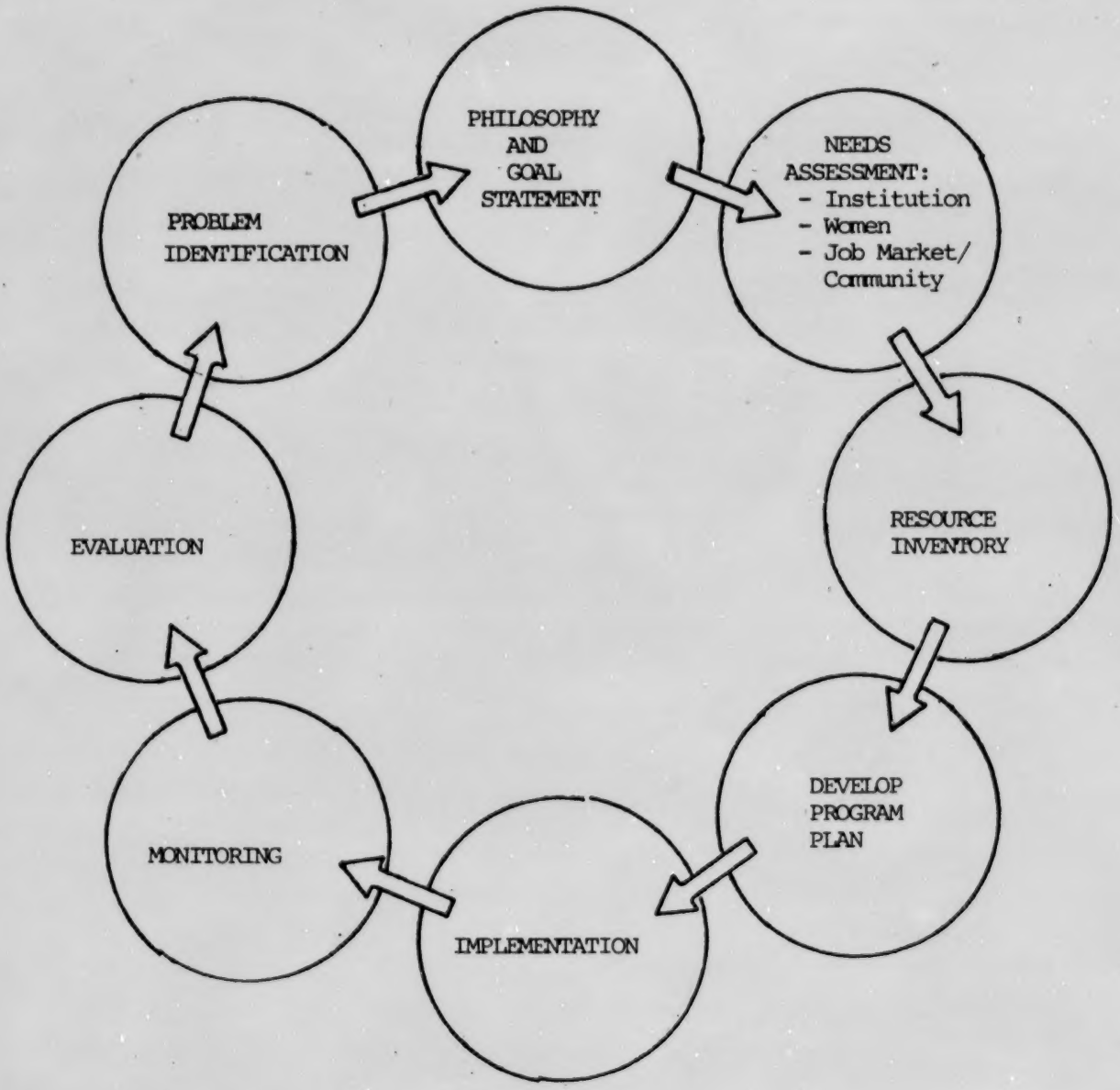
This reintegration orientation recognizes that time, conditions, and expectations in human affairs change; this is of particular importance in considering the emerging employment roles and opportunities for women in the 1980's. It is important to keep in mind that the demand for workers will be affected by changing economic and social conditions. Further, it is important to recognize that being technically qualified for demand jobs is only part of the process for realizing job opportunities. Attitudinal barriers to women moving into many non-traditional jobs is yet to be overcome. The enforcement of equal employment opportunities and affirmative action policies is needed to provide viable vocational opportunities for those women who experience the added disadvantage of incarceration. Education and training for jobs in demand that pay well should be compatible with individual career interests in planning for work experiences that will be personally satisfying as well as economically rewarding.

A major disadvantage faced by the study institutions is the continued development of vocational activities that are integrated to exist within the traditional mold from which many of the earlier vocational programs have developed. Rather than being limited to extensions of prison industries or specialized functions of the prison education department, this study has concluded that vocational education programs be considered not only within the institution and its total program, but also within the context of the social community, of which the institution is a part, and, for whose need the institution exists. This conceptual definition, which emerged as a result of discussions at four regional workshops, requires that activities are planned and organized to provide a decision-making and priority setting system that is effectively managed.

The development of an overall vocational education plan that reflects the unique needs of the institution in its setting, the incarcerated women, and the communities to which the incarcerated women will return is recommended. It is critical that institutions seek technical assistance in developing a series of planning steps for this comprehensive and multi-disciplinary program approach.

FIGURE 4

PLANNING THE VOCATIONAL PROGRAM



Philosophy and Goals Statement:

Each institution should develop a statement of philosophy and goals in regard to vocational education programs that:

- Establishes a commitment for vocational education activities and expresses the institution's intention to provide reintegration services that educate and train incarcerated women for gainful employment.
- Provides a basis for understanding the scope of individual problems and the resolution of the problems.
- Integrates specified functions and activities in the institution with the institution's philosophy and overall goals.
- Recognizes the organization and function of the institution as it interrelates with the needs of the community.
- Defines the program priorities and outlines the rationale for choosing them.
- Is reviewed annually based on an assessment of the program.

For example, a statement that identifies the needs of the institution, the needs of incarcerated women, and the needs of society is one that can be better understood and supported both internally and externally by a broad base of organizations and individuals.

Needs Assessment:

A comprehensive needs assessment includes three separate areas:

- The institution.
- The women.
- The job market/community.

The Institutional Needs:

The institution should examine itself in terms of the nature of such an organization, its broad roles, and its functions.

Such factors involved in this assessment should include:

- Assigning priority status of vocational education within the organizational - functional structure of the institution.
- Examination of how specific institutional functions, e.g., custody and maintenance, might be better coordinated to provide internal support for the vocational education program.
- Examination of the professional and technical qualifications of existing staff based on clearly specified roles, effectiveness, and affectiveness.
- Examination of State Department of Corrections policies that directly impact the facility.
- Examination of Federal and State legislation governing public education.
- Involvement of an Advisory Committee to assist in the comprehensive assessment of needs, identification of resources and the development of a draft plan.

For example, State commissions on the Status of Women have provided support to some of the institutions studied that ranges from assisting in feasibility studies for the development of programs to identification of specific funding sources and other support resources.

The Incarcerated Woman's Needs:

The needs of women in correctional settings require a comprehensive assessment of demographic data to identify and support individual desires, aspirations and potential capabilities. Because assessment is crucial to the success of the vocational education program, a diagnostic team composed of highly qualified individuals in respective disciplines is required to develop individual profiles. A wide range of assessment tools (one-to-one and group interviews, standardized basic education and vocational interest tests, etc.) should be employed for an accurate understanding of the total woman. For example, the administration of standardized tests by individuals not qualified to interpret findings prevent full utilization of test results.

Requirements include:

- Analyze assessments of the diagnostic program and team based on the techniques utilized, the ability to provide pertinent data to other staff members, and the ability to identify and understand the concerns of incarcerated women.

- Continual up-dating of collected data used in assessments.

- Provide supportive counseling:

  - Geared towards improving understanding of selves, self-esteem, capacilities for self-determination and receptiveness and rehabilitation services.

  - Focus should include pre-vocational, vocational, career, survival skills, etc.

  - Approaches should include individual and/or group counseling.

Diagnostic staff and counselors should be aware that the incarcerated woman's depression, lack of positive motivations, low self-esteem, and lethargic or forced mechanical response to required program activities are the symptoms of the dysfunctional conditions of their dynamics, rather than the causes of their inadequacies in program activities. This understanding will affect the quality of the recommendations made for the total population and specific target groups.

<u>The Job Market/Community Needs Include</u>:

- Systematic gathering of information on current and future job market demands from the key areas of the State to which the women will be returning. This data is generally maintained by a variety of sources including the State Employment Service Agency, public schools, labor unions, local employers and the employment sections of daily publications.

- Develop a listing of occupational education and training activities and jobs that reflects occupations that are in demand. The State employment service both predicts and performs up-dates of labor market information on a periodic basis.

- Identify major employers/unions of workers in those occupations identified by the employment service as being in demand.

Resource Inventory:

Institutions should seek technical assistance in identifying optional approaches to institute program changes that meet identified needs. An overall program plan recognizes the need for flexibility. Training components might be phased in, new programs added, and others dropped as needs and resources change.

The resource inventory will include such items as an assessment of staff (numbers and qualifications), the adaptation and utilization of existing facilities and equipment, and potential employers' and unions' willingness to participate in on-site and/or off-site educational and training activities. The topic of limited funding should not inhibit attempts to improve the quality of programs within the limit of existing funds. Innovative approaches for securing additional resources at little or no cost to the institution include such strategies as the MAP/Voucher program, contracts with employers/labor unions to provide apprenticeship training, specific negotiations with major/employers for either on-site or off-site training and utilization of available public educational and private industry resources. In isolated situations, innovative attempts to create resources are required. Efforts to identify resources should include Advisory Committees.

Development of a Vocational Plan:

The plan should identify specific training objectives, implementation strategies, and the roles and responsibilities of staff and community resources. A careful review of the results of the needs assessment and the resource inventory will facilitate the determination of specific training objectives for a one-year period. Objectives should be developed to provide precision to overall goals. Objectives are used to specify the opportunities and outcomes of vocational activities. Additionally, objectives are:

- Organized and sequenced in accordance with clearly formulated priorities.

- Attainable through the allocation of available resources.

Specific implementation strategies should be devised for each objective. Hence, the final plan will contain a variety of strategies. For example, one year training objectives might include strategies to implement a clerical arts and a mechanics program. Based on the resource inventory, an existing on-site clerical arts program might be revised to be consistent with competencies offered in a community college. An Apprenticeship Council could be utilized as a major resource in developing the mechanics program.

Implementation:

The strategies used by the institution to design curricula; provide staffing, facilities, and materials; select participants and obtain support operations; will vary by program type and for off-site and on-site training activities. For example, if an employer is conducting an off-site training program, the institution probably would have little direct responsibility for curriculum design. Regardless of whether the institution provides services directly or indirectly, the following are fundamental considerations for successful implementation.

Curriculum design should:

- Be consistent with current information on the needs and aspirations of incarcerated women and the realities she will face on return to the community.

- Be planned and conducted with sufficient flexibility that it reflects the changing community situations.

- Be prepared sequentially and encompass four areas of instruction: basic education and job or trade skills in a cluster or family of occupations; understandings about the industry in which the cluster is found (including economics); social skills; and personal growth and development. The trade aspect of the curriculum is derived from the job market and job performance analysis.

Staff members should:

- Be trained, selected, and evaluated on the basis of technical qualifications, individual performance, and program effectiveness and affectiveness.
- Include a racial and ethnic mix reflecting the ethnicity of the incarcerated population and be knowledgeable of urban community realities.
- Contribute to program success by their individual and collective dynamic performance.

Facilities and materials should be:

- Identified and acquired as needed for curriculum clusters.
- Compatible to support instructional objectives, student performance objectives, and varied teaching strategies, such as audio-visual aids.

Selection of program participants should:

- Include a comprehensive and accurate diagnostic program designed to screen-in individuals.
- Be based on manipulative, written, oral and performance examinations (used in the diagnostic program) that are valid, reliable, and objective.
- Provide for the woman's understanding of options open to her prior to entrance into a specific program.
- Involve the woman in the decision process and provide for accountability of all individuals involved.

Strategies to support operations include developing programs that:

- Reflect the employment situation in the community, and the education and training capabilities of the institution, as well as the personal insights and aspirations of the woman.

- Continuously identify and utilize outside resources to provide expertise on job related topics.

- Develop out-reach strategies for public relations and communication between institution and community for the purpose of determining and acquiring specific kinds of support possible from each source.

- Identifies a staff member to manage and coordinate institutional program operations with community linkages.

Monitoring:

- Monitoring the vocational education program provides a mechanism for identifying the program activities with significant problems in achieving their objectives before the end of the training cycle. Effective monitoring should identify the need for revision of curricula, training approaches, or other aspects of specific implementation strategies in a timely manner. Monitoring will also assist in the evaluation of the total vocational education program at the end of the training year.

- Monitoring involves the collection of data on all major functions of specific activities. A comparative analysis of the data will facilitate accurate assessments of the need for change in the program and for technical assistance. Given that funding sources for vocational programs are limited, it is critical that effective monitoring is used to account for expended funds and program benefits.

- Monitoring should be conducted according to a structured design, preferably developed in cooperation with the vocational staff and those responsible for developing the evaluation design. (Evaluation of the vocational program is discussed in the following section of this chapter.) A monitoring instrument should clearly outline the requirements and expectations of each vocational training component. The data collected

by the instrument should clearly relate the goals and objectives stated in the vocational plan. Data should be collected at regularly scheduled intervals during the program year. While the monitoring instrument is principally for the use of the administrators and Vocational Program Director, the instrument will also be useful to vocational staff as a means of self-assessment.

- Different types of monitoring instruments can be developed. However, they need not be complex, but provide clear and accurate information on each program activity. Problem areas should be readily apparent. The important point is not the format of the instrument, but the completeness according to the requirements of each training activity.

Evaluation:

- Evaluation is a continuous process which serves as the basis for changes in program goals, objectives, implementation strategies, staffing and administration. Program evaluations are becoming increasingly important because of the resistance to expansion of publicly funded programs without clear documentation of the real benefits derived by program participants and to the community as a whole.

- There are many types of evaluations that measure different aspects of program effectiveness: impact evaluations, needs assessment evaluations, performance evaluations, design evaluations, etc. An impact evaluation might measure the extent to which inmates attained specific skills, e.g., women received certification of an apprenticeship program. Or the impact evaluation might measure the extent to which the program affected the job placement rate for women after release. A needs evaluation might measure the need for additional vocational training staff. A performance evaluation might measure the cost-effectiveness of different vocational training programs. Considerable literature exists on program evaluation methodologies. Corrections administrators or vocational staff might consult with research experts at their nearest college or university for assistance in developing a simple method for developing an evaluation approach which will provide guidance for making program planning decisions.

There should be coordination between the design of the monitoring instruments discussed in the preceding sub-section and the evaluation instruments, so that data generated from the monitoring activity throughout the year may be used for evaluation purposes at the end of the year.

The discussions below highlight some basic steps in planning an evaluation:

- Identify Measures of Effectiveness Based on Program Goals and Priorities

  The Vocational Education Director can develop a series of questions which seek to determine whether specific goals and objectives were attained. Examples of questions reflecting hypothetical goals and objectives are as follows:

  - What difference did the vocational program make in the employability of women from this facility this year? (Employability was included in the goals statement.)

  - Did women acquire specific skill competency levels identified in curricula?

  - If this program were suddenly discontinued, how would the loss be measured in terms of service to women?

  The various questions can be ranked in order of importance. The final listing of questions will determine the topics to be included in the evaluation and the types of evaluation to be conducted.

- Design the Evaluation Plan

  The evaluation plan will determine the criteria to be used in the evaluation, the data to be collected, (sources, methods, and instruments), and the analytical approach.

Regardless of the specific approach used in conducting an evaluation, the ultimate purpose is to improve the effectiveness and efficiency of vocational programs. The findings of the evaluation may be both good and bad.

Nevertheless, results should be summarized in writing and include achievements, problem areas, and recommendations for change. The evaluation results should be used to revise the goals, objectives and implementation methods of the vocational programs as necessary. If a program is to continue to improve its services to women, there should be continuous evaluation and administrators and staff should be willing to make changes.

Vocational education in the corrections settings faces the danger that besets every institution - be it a Government agency, business corporation, university, etc. - the danger of operating as if the institution exists for the benefit of those who conduct its affairs. Annual evaluations should help to assure that vocational programs maintain a focus on the people who are the primary beneficiaries of its services. The people are the women who participate in the program and society as a whole. Recognizing the importance of focusing on the women themselves, the next chapter provides insights on personal, social and economic characteristics, as well as needs and aspirations, of vocational program participants surveyed by this study.

APPENDIX I

SELECTED BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY

Abram, Robert E., et al. Vocational Education in Ohio Correctional Institutions: A Follow-Up Study. The Center for Vocational Education. Ohio State University. Columbus, Ohio. December 1977.

ABT Associates. An Evaluation of MDTA Training in Correctional Institutions. 3 Volumes. Washington, D.C. April 1976.

American Bar Association. Women in Detention and Statewide Jail Standards. Washington, D.C.: National Clearinghouse for Correctional Programming and Architectures. Federal Bureau of Prisons. March 1974.

American Bar Association. Female Offenders: Problems and Program. Female Resource Center. Washington, D.C. April 1976.

American Bar Association. Removing Offender Employment Restrictions. Washington, D.C.: National Clearinghouse on Offender Employment Restrictions. January 1973.

American Bar Association. Expanding Government Job Opportunities for Ex-Offenders. Washington, D.C.: National Clearinghouse on Offender Employment Restrictions. Spring 1971.

American Bar Association. Jobs for the Ex-Offender. Washington, D.C.: National Clearinghouse on Employment Restrictions. Reprinted from January - February 1977. Vol. 77.

American Bar Association. Coordinating Ex-Offender Job Development Programs. Washington, D.C. March 1977.

American Bar Association. About Time. Washington, D.C.: National Offender Coordination Program. January 1977.

American Correctional Association. Juvenile and Adult Correctional Departments, Institutions, Agencies and Paroling Authorities Directory. College Park, Maryland. 1978 Edition.

American Correctional Association. A State of the Art Survey for a Correctional Education Network. College Park, Maryland. September 1976.

American Correctional Association. Coordinated Community Offender Employment Programs. Project Description. College Park, Maryland. November 1969.

American Correctional Association. Developing Correctional Administrators. Research Report of Joint Commission. College Park, Maryland. November 1969.

Brodsky, A. Planning for the Female Offender. Directions for the Future. Beverly Hills: Sage Publications. 1957.

Bureau of Occupational and Adult Education. The Federal Role of Vocational Education in Prisons. Developed by the Planning Staff, Office of the Deputy Commissioner, Washington, D.C.: USOE, May 17, 1976.

Bureau of Prisons. U.S. Department of Justice. Federal Prison System Facilities. 1967.

Bureau of Prisons. U.S. Department of Justice. U.S. Bureau of Prisons Library. Correctional Bookshelf. March 1977.

Bureau of Prisons. Law Enforcement Assistance Administration. Outside Looking In. Washington, D.C. April 1970.

Bustamante-Hoffman, Dale. "The Nature of Female Criminality." Issues in Criminology. Vol. 8. No. 2. Fall 1973.

Center for Human Services. Sex Roles: A Research Bibliography. National Institute of Mental Health. Rockville Maryland. 1975.

Chapman, Jane Roberts. Employment Preparation for Female Offenders: An Overview. Center for Women Policy Studies. Washington, D.C. August 1978.

Commission on Vocational Education in Correctional Institutions. Final Report. Trenton, New Jersey. June 1972.

Committee on the Care and Training of Delinquent Women and Girls of the National Committee on Prisons and Prison Labor. Industries for Correctional Institutions for Women. Report of a Survey. New York 1927.

Cortwright, Richard W. "Guidelines for Adult Correctional Education." Adult Leadership. Vol. 21. No. 7. January 1973.

Cronin, F. Patrick. Evaluative Planning Research Project in Vocational Education for Ohio Division of Correction Institutions. Columbus, Ohio: Ohio State Department of Mental Hygiene and Corrections. 1972.

Cronin, F. Patrick, et al. "Improving Vocational Education in Corrections: Proceedings of the Workshop for Improving Vocational Education in Correctional Institutions." Columbus, Ohio: Center for Vocational Education. 1976.

Davis, Ernest K. "Offender Education in the American Correctional System." Quarterly Journal of Corrections. Vol.2. No. 2. 1978.

Davison, Pamela. Vocational Education and Corrections: Final Report. An Assessment of Opportunities and Needs in North Carolina. CONSERVA, Inc. 1977.

D.C. Department of Corrections. Project G.R.E.A.T. (Guidelines for Rehabilitation through Education and Applicable Training). Co-sponsored by Metropolitan Washington Board of Trade and D.C. Parole Board. July 1976.

Dezfrn, C.H. First Grade Through College - Information Report of the Education Department. South Carolina Department of Corrections. 1972.

Dunham, Daniel B. "Planning and Accountability for Vocational Education in Corrections: The Corrections Connection" in Improving the Quality and Quantity of Vocational Education in Corrections. Columbus, Ohio: The Center for Vocational Education. 1977.

Education Commission of the States. The Challenge: Education for Criminal Offenders. Denver, Colorado. 1974.

Ehlers, Larry, W., et al. Problems in Prison Education. Taken from Adult Learner, the World of Work, and Career Education. Iowa: Kendall/Hunt Publishing Company. 1978.

Ertle, Vicki, et al. A Guide to Correctional Vocational Training: The First National Sourcebook. San Francisco, California: Far West Laboratory for Educational Research and Development. 1973.

Farmer, Helen S., et al. New Career Options for Women. Human Interaction Research Institute. Los Angeles, California. National Institute of Education. 1977.

Feldman, Sylvia D. "Trends in Offender Vocational and Education Programs: A Literature Search with Program Development Guidelines." U.S. Office of Education. 1977

Frankel, Lois J. "Sex Discrimination in the Criminal Law: The Effect of the Equal Rights Amendment." American Criminal Law Review. Vol. II. No. 2. Winter 1973.

Government Accounting Office. Female Offenders: Who Are They and What Are the Problems Confronting Them? Washington, D.C. August 1979.

Glick, Ruth, et al. National Study of Women's Correctional Programs. National Institute of Law Enforcement and Criminal Justice. Washington, D.C. 1977.

Haller, A.O., et al. Level of Occupational Aspirations: An Empirical Analysis. American Sociological Review 39. February 1974.

Haller, A.O., et al. The Occupational Aspiration Scale: Theory Structure and Correlates. East Lansing, Michigan Agricultural Experiment Station. Technical Bulletin No. 228. 1963.

Institute for Social Research. Measures of Social Psychological Attitudes. Survey Research Center. University of Michigan. Ann Arbor, Michigan. August 1969. April 1972.

Jones, Joan Simon. "Vocational Education in Corrections: An Interpretation of Current Problems and Issues." Columbus, Ohio: The Center for Vocational Education. 1977.

Keyes, B. Inmate Vocational Training: A National Overview. Spring 1973.

Klein, Dorie. "The Etiology of Female Crime: A Review of the Literature." Issues in Criminology. Vol. 8. No. 2. Fall 1973.

Law Enforcement Assistance Administration. U.S. Department of Justice. A Program for a Safer, More Just America. Washington, D.C. 1970.

Law Enforcement Assistance Administration. U.S. Department of Justice. Eighth Annual Report of LEAA. Washington, D.C. 1976.

Law Enforcement Assistance Administration. U.S. Department of Justice. Monitoring for Criminal Justice Planning Agencies. Washington, D.C. March 1975.

Law Enforcement Assistance Administration. U.S. Department of Justice. Evaluative Research in Corrections. Washington, D.C. March 1975.

Law Enforcement Assistance Administration. Member States of Education Commission of the States. Correctional Education. A Forgotten Human Service. Report No. 76. January 1976.

Lawrence, Richard E. Correctional Treatment of the Offender. 1974.

Levy, Girard, W., et al. "Vocational Preparation in the U.S. Correctional Institutions: A 1974 Survey." Columbus, Ohio. Battelle Laboratories. 1975.

McCollum, Sylvia G. "College Programs for Prisoners -- Some critical Issues." Chicago, Illinois. 1975. (Paper presented at the National Conference on Higher Education. American Association for Higher Education.)

McCollum, Sylvia G. "New Designs for Correctional Education and Training Programs." Federal Probation. Vol. 37. No. 2. June 1973.

McCollum, Sylvia G. The Potential of New Educational Delivery Systems for Correctional Development: A Correctional Education Handbook. Washington, D.C. 1973.

McCollum, Sylvia G. "What Works! A Look at Effective Correctional Education and Training Experiences." 1976. (Paper presented to American Psychological Association Annual Conference. Washington, D.C.).

McKelvy, B. American Prisons: A History of Good Intentions. Montclair, New Jersey.: Patterson Smith, 1972.

Mednick, Martha, et al. "Women and Achievement: Social and Motivational Analyses." Hemisphere Publishing Corporation. Washington, D.C. London. 1975.

Menninger, Karl. The Crime of Punishment. New York, New York: The Viking Press, 1966.

MetaMetrics, Inc. Review on Corrections Education Policy for the Department of Health, Education and Welfare. Department of Health, Education and Welfare. Washington, D.C. January 1976.

National Center for Research in Vocational Education. Resources in Vocational Education. Columbus, Ohio. 1978.

National Directory of Chief Educational Officers in Adult and Juvenile State Correctional Systems of the United States of America. January 1975.

National Clearinghouse for Correctional Programming and Architecture. Correctional Environments. University of Illinois. Urbana, Illinois. 1971.

National Institute of Law Enforcement and Criminal Justice. Law Enforcement Assistance Administration. Women's Correctional Programs. U.S. Department of Justice. Washington, D.C. June 1977.

National League of Cities. U.S. Conference of Mayors. National Conference on Women and Crime. February 1976.

National Institute of Law Enforcement and Criminal Justice. Law Enforcement Assistance Administration. U.S. Department of Justice. Washington, D.C. The Role of Correctional Industries - A Summary Report. February 1972.

National Institute of Law Enforcement. U.S. Department of Justice. A Model for the Evaluation of Correctional Educational Programs. Lehigh University. Bethlehem, Pennsylvania. August 1977.

Neff, Donald Richard. Vocational Education in State and Federal Adult Correctional Institutions in the United States. Ph.D. Dissertation. The Ohio State University. 1972.

Office of Juvenile Justice and Delinquency Prevention. Law Enforcement Assistance Administration. U.S. Department of Justice. Little Sisters and the Law. August 1977.

Phelps, Ann, et al. New Career Options for Women. Human Interaction Research Institute. Los Angeles, California. October 1976.

Picoli, J. Steven, et al. Career Behavior of Special Groups, Theory, Research, and Practice. National Institute of Education. May 1975.

Preczenik - Rovner, Roberta. Manpower Programs for the Offender. Sponsored by American Bar Association's National Offender Services Coordination Program. Kansas City, Missouri. April 1976.

Rans, Laurel L. "Program Development for Female Offenders: Capability Building Strategies." Issue Paper. Leesburg, Virginia. October 1978.

Reid, S.T. Crime and Criminology. Hinsdale, Illinois. The Dryden Press, 1976.

Roberts, Albert R., et al. "The State of the Art Survey for a Correction Education Network." Washington, D.C. American Correctional Association. 1976.

Roberts, Albert R. Sourcebook on Prison Education: Past, Present, and Future. Springfield, Illinois: Charles C. Thomas, 1971.

Ryan, T.A. Adult Basic Education in Corrections. Honolulu. University of Hawaii. Education Research and Development Center. 1972.

Ryan, T.A. Education for Adults in Correctional Institutions: A Book of Readings. 2 Volumes. Honolulu. University of Hawaii. 1975.

Ryan, T.A., et al. "Model of Adult Basic Education in Corrections." Honolulu. University of Hawaii. 1975.

Ryan, T.A. "A New Correction: Career Education in Corrections." Seattle, Washington. American Correctional Association Congress for Correction. 1973

Ryan, T.A. Perspectives for Career Education in Corrections. Honolulu. University of Hawaii. 1975.

Ryan, T.A. "Redirection in Corrections Through Adult Basic Education", in Education for Adults in Correctional Institutions: A Book of Readings. Volume I. Honolulu. University of Hawaii. 1975.

Ryan, T.A. "Systems Research in Career Education in Corrections", (Paper presented to American Educational Research Association). Chicago, Illinois. 1974.

Ryan, T.A. Generalized Planning Model to Achieve Equity in Corrections. University of South Carolina. Columbia, South Carolina. 1978.

Ryan, T.A. Materials from Workshops. Planning and Evaluating Programs for Women Offenders. Pomona, California. Houston, Texas. 1979.

Schweber, Claudine. Sexual Integration and Prison Education. A Study of the Educational Opportunities for Women Inmates in the Single Sex, Partially Integrated, Fully Integrated, Federal Prisons. A dissertation submitted to Faculty of Graduate School of the State University of New York. Buffalo, New York. September 1977.

Silberman, Charles E. Criminal Violence, Criminal Justice. New York, New York: Vintage Books, 1980.

Spitz, Joanne. An Overview of Manpower Programs for Incarcerated Women. Presented to Thesis Committee. Northeastern University College of Criminal Justice. 1976.

Staats, Elmer B. Comptroller General Report to the Congress of the United States. February 1979.

Tappan, P.W. Crime, Justice and Correction. New York, New York: McGraw-Hill, 1960.

The President's Commission on Law Enforcement and Administration of Justice Task Force Report: Crime and Its Impact - An Assessment. 1967.

Technical Education Research Centers, Inc. Impact of Vocational Education and Manpower Training on Target Population: Ethnic Groups, the Disadvantaged, Handicapped, Unemployed, and Unemployable Adults. Project Baseline Supplemental Report. Northern Arizona University. Flagstaff, Arizona. July 1974.

Tompkins, Dorothy Campbell. The Prison and Prisoner. Institute of Governmental Studies. University of California. Berkeley, California. 1972.

The Center for Vocational Education. ERIC Clearinghouse on Career Education. Ohio State University. Columbus, Ohio. 1978.

Traurig, Harry J. General Information on Women's Programs. Maryland Correctional Institution for Women. Jessup, Maryland. 1979.

U.S. Department of Health, Education, and Welfare. National Center for Education Statistics. Digest of Education Statistics. Washington, D.C. 1977-78.

U.S. Department of Health, Education, and Welfare. The National Institute of Mental Health. Crime and Delinquency Issues: The Contemporary Women and Crime. Rockville, Maryland. 1976.

U.S. Department of Health, Education, and Welfare. Review on Corrections Education Policy. Washington, D.C. January 1976.

U.S. Department of Labor. Employment and Training Administration. Unlocking the Second Gate. Washington, D.C. 1978.

U.S. Department of Labor/Manpower Administration. Manpower Programs Offenders. 1972.

U.S. Office of Education. Western Interstate Commission for Higher Education. Educational Programs in Adult Correctional Institutions: A Survey. Boulder, Colorado. 1973.

Vital Issues Projects. Personal Development and Live Management to Reduce Recidivism. Erie, Pennsylvania. 1977.

Virginia Polytechnic Institute and State University. Final Report - Developing Program Models and Prototype Training Materials to Meet Occupation Training Needs of Adult Women Offenders from a Correctional Institution. Blacksburg, Virginia. March 1978.

Wheeler, Martha. "The Current Status of Women in Prisons." Planning for the Female Offender. University of Alabama. Center for Correctional Psychology, March 1974.

Whitson, Charles, et al., National Study of Vocational Education in Corrections. Columbus, Ohio. 1977.

Wider Opportunities for Women. Women Offenders in Non-Traditional Work: A Report. Washington, D.C. February 1978.

Wider Opportunities for Women. Work Options. Washington, D.C. March 1978.

Wider Opportunities for Women. Women in Technology. Washington, D.C. March 1978.

Wright, E. Kenneth, Jr. "Joliet Junior College's Vocational Programs in the Illinois State Prisons." Agricultural Education Magazine. Vol. 46. No. 4. October 1973.

APPENDIX II - SURVEY INSTRUMENTS

A - A DESCRIPTIVE STUDY OF VOCATIONAL EDUCATION PROGRAMS IN NINE STATE CORRECTIONAL INSTITUTIONS FOR WOMEN

B - SURVEY OF VOCATIONAL NEEDS AND ASPIRATIONS OF ADULT WOMEN OFFENDERS

APPENDIX A

A DESCRIPTIVE STUDY OF VOCATIONAL EDUCATION PROGRAMS IN NINE STATE CORRECTIONAL INSTITUTIONS FOR WOMEN

NAME OF INSTITUTION: _____

NAME OF CHIEF ADMINISTRATOR: _____

ADDRESS OF INSTITUTION: _____

NUMBER OF INMATES AS OF JUNE 30, 1979: ☐☐☐

NUMBER OF INMATES IN VOCATIONAL EDUCATION COURSES: ☐☐☐

ADMINISTRATION:

1.a. Describe how vocational education courses are organized within the institution.

_____

_____

_____

1.b. Is the vocational education program organized as a part of a school district?

Yes ☐ No ☐

2. Indicate the total number of vocational education staff. ☐☐

3. How many of the teachers are full-time or part-time (with respect to teaching vocational education programs)?

full-time # ☐☐ part-time # ☐☐

4. Do you provide orientation and in-service training for your teaching staff?

Yes ☐ No ☐

5. Which factors related to administration and the vocational education teaching staff contribute most to the success of the program?

_____

_____

_____

_____

OA CODE ☐☐☐

VOCATIONAL EDUCATION EXPENDITURES:

Does the institution budget include vocational education funds? Yes ☐ No ☐

7. Indicate the total vocational education operation expenditures for one year.

$ ☐☐☐☐☐

8. Indicate other sources of funding utilized for vocational education programs.

CETA	☐	Private corporation	☐
State department of vocational rehabilitation	☐	Community college or university	☐
State Education Agency	☐	Other	☐
ESEA Title I	☐	None	☐
Local school district	☐		

9. Do you work with the State Education Agency in developing the State vocational education plan? Yes ☐ No ☐

10. How do you think this planning process or relationship might be improved?

_____

_____

_____

_____

TYPES OF VOCATIONAL EDUCATION PROGRAMS:

11. Name the vocational education programs offered this year by this institution.

COURSE NAME	# ENROLLEES	COURSE NAME	# ENROLLE
	☐☐		☐☐
	☐☐		☐☐

12. How are these courses selected? _____

_____

_____

13. What factors are included in the course selection to insure that the special needs of women are met?

14. Which of these courses lead to certification of licensure of the individual?

COURSE NAME	# ENROLLEES CERTIFIED	COURSE NAME	# ENROLLEES CERTIFIED

15. Which courses have been most successful in terms of placement rate?

COURSE NAME	# ENROLLEES PLACED	COURSE NAME	# ENROLLEES PLACED

16. Describe additional strengths of vocational education courses.

METHODS OF INSTRUCTION:

17. Describe your method of instructing with respect to vocational education courses.

18. Describe the vocational education facilities such as classrooms, special workshops, etc.

19. Describe the teaching materials used in the vocational education courses.

20. What techniques do you use to insure that the courses meet the varied needs of the students? (i.e., performance based testing; open entry and exit; self-paced learning schedule.)

21. Which techniques or methods appear to be most successful in terms of placement following release?

ASSESSMENT AND SELECTION OF STUDENTS:

22. How do you provide information to inmates on vocational education course opportunities?

23. How are the students assigned to vocational education programs?

24. Do you have guidelines for selection of students for the classes? Yes ☐ No ☐

25. What techniques used in the selection process contribute to the success of the program, such as reducing recidivism and increasing placements following release?

PLACEMENT AND FOLLOW-UP:

26. What types of counseling and job placement services are available to the resident

27. How do you work with the inmates prior to release and/or following release to attempt to place them in suitable employment?

28. How long do you work with the individual following release?

29. What factors in your release policies related to the vocational education progra contribute most to the placement rates?

30. What other techniques might be taught?

RECIVIDISM:

31. To what degree are the inmates in vocational education programs returned to a correctional institution (at anytime following release)?

32. Is there a difference in the rate of recidivism between those in vocational education programs and those who do not participate? Yes ☐ No ☐

33. What are the primary causes of recidivism in this institution?

34. What are those that might be related to vocational education programs?

FACTORS AFFECTING SUCCESS IN VOCATIONAL EDUCATION PROGRAMS:

35. Describe the impact of each of the following (include effect on job placement and lowered recidivism):

Administration:

☐ Job Placement

☐ Recividism

☐ Other

Planning:

☐ Job Placement _____

☐ Recidivism _____

☐ Other _____

_____

Costs and Funding:

☐ Job Placement _____

☐ Recidivism _____

☐ Other _____

_____

Types of Programs:

☐ Job Placement _____

☐ Recidivism _____

☐ Other _____

_____

Instructors and Qualifications:

☐ Job Placement _____

☐ Recidivism _____

☐ Other _____

_____

OMB 51-S-79006

APPENDIX B

SURVEY OF VOCATIONAL NEEDS AND ASPIRATIONS OF ADULT WOMEN OFFENDERS

WHERE AM I GOING ...

HOW WILL I GET THERE ...

HOW WILL I KNOW WHEN I ARRIVE?

This survey is being given to selected groups of women incarcerated in nine State correctional institutions. Because the information provided is confidential, no names are required on this form.

One America, Inc., a woman-owned consulting firm is undertaking this study under a contract from the U. S. Department of Health, Education and Welfare, Office of Education. An understanding of your vocational needs and aspirations is our major task. The information you provide will be used in planning vocational programs. Although your response is voluntary, your cooperation will make this study comprehensive and more responsive to the vocational education needs of the female incarcerated population.

SURVEY OF VOCATIONAL NEEDS AND ASPIRATIONS
OF ADULT WOMEN OFFENDERS

DATE: _____

NAME OF INSTITUTION: _____

PERSONAL BACKGROUND:

1. Name the city and state you are from. _____ (city) _____ (state)
2. Check (✓) your race. American Indian/Alaskan Native ☐ ; Black, not of Hispanic Origin ☐
   Asian or Pacific Islander ☐ ; Hispanic ☐ ; White, not of Hispanic Origin ☐
3. How old are you? ☐☐
4. Check (✓) your marital status. Never Married ☐ ; Married ☐ ; Separated ☐
   Divorced ☐ ; Widowed ☐
5. Do you have any children? Yes ☐ No ☐ ; If Yes, how many? ☐☐

EDUCATION AND TRAINING BEFORE INCARCERATION:

6. What was your highest grade completed in school? ☐☐ Grade; Check (✓) if you have attended college ☐
7. Did any course in school teach you a skill? Yes ☐ No ☐ ; If Yes, name the course(s) and skill(s) learned.

   Name the course(s) _____

   Name the skill(s) _____

EMPLOYMENT BEFORE INCARCERATION:

8. List the number of full-time jobs that you had before incarceration. ☐☐

   Check (✓) here if never employed before incarceration. ☐
   If never employed, skip question 9.
9. If you held any full-time jobs, name the job you liked the most _____
   (a) How many months did you work in this job? ☐☐
   (b) How much pay did you receive weekly? $ ☐☐☐
   (c) Name the skills you used on this job. _____

_____ _____

OA CODE ☐☐☐

(d) Why did you leave this job? _____

_____

_____

(e) Would you like to work in this job again? Yes ☐ No ☐

Please explain _____

_____

_____

_____

EXPERIENCES WHILE INCARCERATED:

10. Indicate the number of months that you have been in this institution. ☐☐

11. Have you ever been incarcerated before? Yes ☐ No ☐

12. Name the vocational education course you are currently enrolled in?

13. How did you learn about this vocational education course?

_____

_____

_____

14. How were you selected to participate in this vocational education course?

_____

_____

_____

15. Name the skills you have learned so far in this vocational education course.

_____

_____

_____

16. Name the skills you expect to learn before completing this vocational education course.

_____

_____

_____

17. Are you paid for participating in this vocational education course? Yes ☐ No ☐

If Yes, how much money per week? $ ☐☐

18. Name and explain in detail the most valuable things this vocational education course provides to you.

_____

_____

_____

_____

19. Do you plan to use your training in a job after release? Yes ☐ No ☐

20. Is information on job market possibilities a part of your vocational education course? Yes ☐ No ☐

21. Is job placement a part of your vocational education course? Yes ☐ No ☐

22. Name improvements that you feel are needed in your vocational education course.

_____

_____

_____

_____

23. Name your current vocational needs. _____

_____

_____

_____

24. Has your vocational education course changed your vocational aspirations? Yes ☐ No ☐
EXPLAIN:

_____

_____

_____

_____

PLANS AFTER RELEASE:

25. Indicate the number of months before you expect to be released from this institution. ☐☐

26. Name the city and state you expect to live after your release from this institution.

_____
(city) (state)

27. Name the kind of job you plan to get immediately after your release from this institution. (Describe why you will select this job, salary, how long you want to work in the job, etc.)

_____

_____

_____

_____

28. Name any additional vocational education training you will need after your release in order to obtain the desired job named in question 27.

_____

_____

_____

_____

29. Name the kind of job you plan to have five years after your release.

_____

_____

_____

_____

30. Based on the five year plans mentioned in question 29, describe your vocational education aspirations after your release from this institution.

_____

_____

_____

_____

31. Name the major problems that you think you will face in meeting your vocational aspirations after release from this institution.

32. Describe any personal feelings concerning your vocational needs and aspirations that have not been addressed in this questionnaire.

APPENDIX III

INSTITUTIONAL PROFILES

INSTITUTIONAL PROFILE

NAME: BEDFORD HILLS CORRECTIONAL FACILITY

LOCATION: BEDFORD HILLS, NEW YORK

YEAR BUILT: 1900

CAPACITY: 410

CURRENT POPULATION: 408

VOCATIONAL PARTICIPANTS: 142

PROGRAM MISSION/GOAL STATEMENT:

"Education offering alternatives to assist functioning in society ....individualized instruction...program geared to meet individual needs."

PROGRAM ADMINISTRATION AND ORGANIZATION: Vocational education included within education department, which is a major thrust of the institution, programs are administered by four key personnel, current orientation is towards more non-traditional training. Inmates participate half-day in most vocational programs.

CATEGORIES OF VOCATIONAL PROGRAM ACTIVITIES - SPECIFIED OBJECTIVES:

° Pre-Vocational Education

° Skill Training

- Building Maintenance - leads to placement in New York City unions as apprentices.
- Business Education - geared toward placing women with Avon.
- Cosmetology - State certification.
- Data Processing - coding information to be used on punch cards.
- Electronics - geared toward TV repair.
- Food Service - employment in dining room service, short-order cooking, food preparation, restaurant bookkeeping.
- Mechanical Drafting)
- Commercial Art) funded by LEAA Federal Grant

° Support Strategies

- Special Business Linkages:
  - Chase Manhattan program - sponsored by Chase Manhattan Bank, includes typing, shorthand and basic banking skills. Bank secures jobs.
  - Sears automechanic program - includes diagnosis and repair of all mechanical parts of automobiles. Sears secures jobs.
- Institutional survey of vocational desires of women used for course planning.

INSTITUTIONAL PROFILE

NAME: CALIFORNIA INSTITUTE FOR WOMEN

LOCATION: FRONTERA, CALIFORNIA

YEAR BUILT: 1952

CAPACITY: 720

CURRENT POPULATION: 912

VOCATIONAL PARTICIPANTS: 120

PROGRAM MISSION/GOAL STATEMENT:

"To provide basic training to obtain and hold jobs that will support a viable living."

PROGRAM ADMINISTRATION AND ORGANIZATION: Vocational training instruction consists of six skill training areas. Administered by five key personnel, all courses are full-time, have individual Advisory Committees, and are geared toward accreditation.

CATEGORIES OF VOCATIONAL PROGRAM ACTIVITIES - SPECIFIED OBJECTIVES:

° Pre-Vocational Education

- Learning Center - general education through GED testing.
- Improvement of functional literacy, vocational qualification, or preparation for post-secondary education.

° Skill Training

- Cosmetology - to provide a marketable licensed skill and positive self-image.
- Nurse's Aide - preparation for LVN program.
- Electronics - basic electronics, certified electronic technician is a possibility, also Xerox equipment repair.
- Graphic Arts - to develop marketable graphic arts skills.
- Data Processing - to provide professional entry level training.
- Household Appliance Repair - enough knowledge to be confident, efficient repair people, certification from State Board - $50.00 fee.

° Support Strategies

- AWARE - association for women's active return to education, must complete one quarter college courses with 3.0 average or better, or three months vocational training with 3.0 or better. Scholarship - $20.00 per month/must be involved in AWARE.
- CAREER CENTER - offers specific learning activity packets (resume, etc.), run by full-time vocational counselor.
- Special seminars utilizing outside resources (e.g., State employment development specialist).
- Adaptation skills training program - series of social adaptation skills involving employment issues, open to all vocational students.

INSTITUTIONAL PROFILE

NAME: FLORIDA CORRECTIONAL INSTITUTE FOR WOMEN

LOCATION: LOWELL, FLORIDA

YEAR BUILT: 1948

CAPACITY: 500

CURRENT POPULATION: 440

VOCATIONAL PARTICIPANTS: 154

PROGRAM MISSION/GOAL STATEMENT:

"A comprehensive full-time, school-centered vocational education program has been developed which provides opportunities for inmates to receive training in areas in which there is considerable demand for applicants. The programs are designed to train inmates for entry-level employment after release."

PROGRAM ADMINISTRATION AND ORGANIZATION: Five programs comprise vocational activities for main living unit; four career education laboratories exist in Forest Hills, a special unit to support re-entry. Six key administrators are involved in total programs. Programs are competency based and full-time. Staff training is by inservice regional training specialists.

CATEGORIES OF VOCATIONAL PROGRAM ACTIVITIES - SPECIFIED OBJECTIVES:

° Pre-Vocational Education

- Specified pre-vocational preparation component in academic program which provides eligibility for most vocational courses.

° Skill Training

- Cosmetology - State certification.
- Graphic Arts - layout, printing, reproduction...lithographic photography.
- Horticulture - ornamental, floral design, plants, landscaping.
- Keypunch Training and Production - theory, keyboard...IBM and inforex machine work contracted from agencies.
- Health Occupation - basic nursing training.
- Career Laboratories:
  - Tailoring and Alterations - competencies for clothing production, management and services.
  - Multilines Merchandizing - retailing, selling, advertising, business practices, etc.
  - Human Services - train paraprofessionals in counseling and helping skills.

° Support Strategies

- Adjust to daily living - world-of-work, mental attitudes, daily routines, communications.

INSTITUTIONAL PROFILE

NAME: HURON VALLEY WOMEN'S FACILITY — CAPACITY: 270

LOCATION: YPSILANTI, MICHIGAN — CURRENT POPULATION: 390

YEAR BUILT: 1977 — VOCATIONAL PARTICIPANTS: 77

PROGRAM MISSION/GOAL STATEMENT:

"Involve majority of residents in basic educational and vocational program.

To focus on coping (survival) skills.

Provide a tool for improvement of self-image.

To provide an opportunity for extended formal education.

To provide opportunity for exploratory vocations leading to employment."

PROGRAM ADMINISTRATION AND ORGANIZATION: Eight vocational courses are included within the education department. Four key vocational administrators identified. Courses developed in accordance with State certified modules. Student participation in courses is part-time.

CATEGORIES OF VOCATIONAL PROGRAM ACTIVITIES - SPECIFIED OBJECTIVES:

° Pre-Vocational Education

° Skill Training

- Typing) entry-level job skills, institution certificate.
- Office Practice)
- Food Service) certificate; change basic attitude toward learning
- Sewing) in non-threatening environment.
- Graphic Arts - work experience; organization; positive experience.
- Building Maintenance - certificate; work crew orientation.
- General Shop (welding) - basic skills, success in skill knowledge.
- School Craft College - nurse assistant, child-care worker, or teachers aide skills provided at Plymouth Center for Human Development, a State institution which cares for the mentally retarded.
- Apprenticeship Programs - funded through Department of Corrections, Education Department.

° Support Strategies

- Course in job-seeking skills modules.
- Guidance seminars.

INSTITUTIONAL PROFILE

NAME: MARYLAND CORRECTIONAL INSTITUTION FOR WOMEN

CAPACITY: 184

CURRENT POPULATION: 210

LOCATION: JESSUP, MARYLAND

VOCATIONAL PARTICIPANTS: 40

YEAR BUILT: 1940

PROGRAM MISSION/GOAL STATEMENT:

"To provide a mix of traditional and non-traditional training and/or educational activities combined with full utilization of community linkages provided by State and local governments and the private agencies capable of providing services."

PROGRAM ADMINISTRATION AND ORGANIZATION: Six administrative personnel were identified, representing vocational and apprenticeship programs with joint sponsorship of the Department of Education and the Division of Corrections with certified instructors; training in welding with joint sponsorship of the Institutional Training Program (a Baltimore City project) and the D.O.C.; the MAP/Voucher program for women (a D.O.C. program) which provides a variety of contractual training and educational resources not available within the correctional system for the women; and the education section of the institution which combines the D.O.C., State Education and local community college efforts to offer a variety of education at the institution.

CATEGORIES OF PROGRAM ACTIVITIES - SPECIFIED OBJECTIVES:

° Pre-Vocational Education

- Pre-vocational courses through Community College of Baltimore.

° Skill Training

- MAP Voucher - both internal and external individualized education and training activities.

Examples of external MAP/Voucher programs available include:

- Auto Mechanics
- Industrial Sewing
- Radio and TV Electronics
- Keypunch/Computer Operations
- Welding
- Nurse's Aide
- Culinary Arts
- Barbering
- Dental Assistant
- Licensed Practical Nursing
- Bookkeeping/Accounting
- Clerk Typist/Receptionist
- Photography/Graphic Communications
- Secretarial (Executive; medical; legal; private; stenographic; general; dictaphone

Examples of internal MAP/Voucher programs available include:

- Cosmetology with State licensing.
- Manicuring
- Graphic Arts - apprenticeship in Baltimore (5 areas of specialization)
- Education: Pre-GED and remedial studies; GED preparation and testing

° Support Strategies

- Vocational interest and aptitude testing.
- Child development and home management.
- Phase I pre-release and work-release preparation.

INSTITUTIONAL PROFILE

NAME: MASSACHUSETTS CORRECTIONAL INSTITUTE, FRAMINGHAM

CAPACITY: 142

LOCATION: FRAMINGHAM, MASSACHUSETTS

CURRENT POPULATION:
Females - 160
Males - 30

YEAR BUILT: 1877

VOCATIONAL PARTICIPANTS: 55

PROGRAM MISSION/GOAL STATEMENT:

"Integrating academic and vocational education as key to success."

"Provide a sense of aptitudes for the commercial market."

PROGRAM ADMINISTRATION AND ORGANIZATION: Vocational training linked with special programs within resident educational programs. One administrative staff manages education department. Inmates participate on a part-time or full-time basis, according to individual needs.

CATEGORIES OF PROGRAM ACTIVITIES - SPECIFIED OBJECTIVES:

° Pre-Vocational Education

- Life coping.
- Adult basic education.
- General education.
- High School equivalency program.
- College program.

° Skill Training

- Electronics
- Culinary Arts

- Business Education:

Speedscript)
Typing I and II) Focus - institutional certificate,
Court Stenography) individual goals; work habits.
Accounting and Bookkeeping)
Keypunch)

- Multilines Merchandizing:

Cash Register Operations) Focus - institutional certificate,
Management Fundamentals) individual goals; work habits.

- Honeywell Computer Training Program - managed and taught by inmates, profit-making program working with twelve different area companies.
- Silk Screening - outside placement.
- Sewing - work experience in flag production.

° Support Strategies

- Drug and alcohol counseling.
- Parole Project ARCH - parole linkage and written agreement to complete phases of program/can provide support for vocational education training/post-release reintegration

INSTITUTIONAL PROFILE

NAME: MINNESOTA CORRECTIONAL INSTITUTION FOR WOMEN

CAPACITY: 70

CURRENT POPULATION: 63

LOCATION: SHAKOPEE, MINNESOTA

VOCATIONAL PARTICIPANTS: 39

YEAR BUILT: 1923

PROGRAM MISSION/GOAL STATEMENT:

"The education program at MCF-SHK exists to provide assessment of academic and vocational needs and to provide a variety of program options to meet those needs. Emphasis is placed on success so that every student can experience at least one success each day and be involved in personal and/or academic growth in the education program."

PROGRAM ADMINISTRATION AND ORGANIZATION: Organized as full-time, rather than intermittent program activities, administered by three key personnel; inmates participate on a part-time basis.

CATEGORIES OF VOCATIONAL PROGRAM ACTIVITIES - SPECIFIED OBJECTIVES:

° Pre-Vocational Education

° Skill Training

- Key Punch - training and on-the-job experience, certificates at four levels.
- Private Industry - to instill good work habits and provide a way to earn money for personal needs through contract assembly work.
- Second Chance Parenting Skills - certification as child-care aide, work experience in Headstart program on grounds.
- Off-Ground Training - individually planned vocational program for honor status inmates. Includes work adjustment counseling.

° Support Strategies

- Chemical Dependency Program - covers many areas of human behavior, focus on working on goals as they are defined.
- Managing Independent Living Skills - competencies for transition to independent living in the community, organized through University of Minnesota and Dakota County TVI.

INSTITUTIONAL PROFILE

NAME: NEBRASKA CENTER FOR WOMEN

LOCATION: YORK, NEBRASKA

YEAR BUILT: 1911

CAPACITY: 72

CURRENT POPULATION: 63

VOCATIONAL PARTICIPANTS: 17

PROGRAM MISSION/GOAL STATEMENT:

"Skills for job market entry/expanding personal knowledge base/ oriented to serve needs of women....to protect society by providing programs to return legal offenders to society as productive and law abiding citizens."

PROGRAM ADMINISTRATION AND ORGANIZATION: Four key administrative personnel. Current courses will be integrated in a comprehensive career education program. Objectives include: adventures in attitudes, good grooming, career exploration, job-seeking skills, job-keeping skills, personal money management, vocational interest testing.

CATEGORIES OF VOCATIONAL PROGRAM ACTIVITIES - SPECIFIED OBJECTIVES:

° Pre-Vocational Education

° Skill Training

- Motor Freight Transportation - State inspection certification.
- Clerical Arts - certification in nineteen courses.

° Support Strategies

- Mother Offspring Life Development (MOLD) - parenting skill model program, segmented skill training in first-aid, CPR, etc.
- Chemical Dependency and Counseling Program - comprehensive program utilizing individual and group counseling.
- Full-time staff training officer.
- Formal linkages among program activities.

INSTITUTIONAL PROFILE

NAME: PURDY TREATMENT CENTER FOR WOMEN

LOCATION: GIG HARBOR, WASHINGTON

YEAR BUILT: 1970

CAPACITY: 178

CURRENT POPULATION: 178

VOCATIONAL PARTICIPANTS: 66

PROGRAM MISSION/GOAL STATEMENT:

"To provide growth toward successful re-entry into society; to provide opportunities to change (by assuring each woman is in a treatment program appropriate to her developmental needs)."

PROGRAM ADMINISTRATION AND ORGANIZATION: Vocational programs are included among educational activities. Inmates in a separate apartment complex participate in individualized work/training release activities. New programs developed with Tacoma Community College, course participation on a part-time basis, involvement of six administrative personnel.

CATEGORIES OF VOCATIONAL PROGRAM ACTIVITIES - SPECIFIED OBJECTIVES:

° Pre-Vocational Education

° Skill Training

- Children/Human Studies - no certification, exploring alternate options, using own experience.
- Pooh's Corner Nursery School - no certification/child relationships as parent - children from community participate.
- Clothing Education/Family Relationship - to provide practice in decision making.
- Industrial Technology - cleaning and maintenance of buildings and equipment.
- Nurse's Aide - assistant to in and outpatient activities (certified).

° Support Strategies

- Home and Family Life - the effect of social changes on relationships, especially regarding women.
- Operation Awareness - drug counseling - two counselors.
- Studio Club - alcohol counseling - six counselors.
- Vocational program interest surveys.

APPENDIX IV

REGIONAL WORKSHOP PARTICIPANTS

CENTRAL REGIONAL WORKSHOP
Detroit, Michigan

PARTICIPATING STATES:

- INDIANA
- IOWA
- KANSAS
- KENTUCKY
- MICHIGAN
- MINNESOTA
- MISSOURI
- NEBRASKA
- SOUTH DAKOTA
- WISCONSIN

Educational and professional representatives:

- Superintendents, Acting Superintendents of women's State facilities
- Deputy Warden(s) of women's State facilities
- Directors of:
  - State Vocational Training Centers
  - Women's State facilities Treatment Centers
  - Women's State facilities Community Services
  - Inmate Education for State
  - State Board Technical and Vocational Adult Education
- Educational Coordinators of women's State facilities
- Vocational Counselors of women's State facilities
- Vocational Consultants of women's State facilities
- Assistant(s) to President(s) of community colleges

EASTERN REGIONAL WORKSHOP
Washington, D. C.

PARTICIPATING STATES:

- CONNECTICUT
- DELAWARE
- MAINE
- MARYLAND
- MASSACHUSETTS
- NEW JERSEY
- NEW YORK
- PENNSYLVANIA
- WEST VIRGINIA

Educational and professional representatives:

- Superintendents, Assistant Superintendents of women's State facilities and schools
- Chief, Education Section of Bureau of Prisons
- Executive Director(s) of County Vocational Education
- Coordinators of:
  - Apprenticeship programs
  - State Department Vocational Education programs
- Job Placement Counselors for women's State facilities
- Principal(s) of Vocational Education for women's State facilities

WESTERN REGIONAL WORKSHOP
Denver, Colorado

PARTICIPATING STATES:

- ARIZONA
- CALIFORNIA
- COLORADO
- IDAHO
- MONTANA
- MISSOURI
- NEW MEXICO
- NEVADA
- OREGON
- UTAH
- WASHINGTON

Educational and professional representatives:

- Superintendent, Acting Superintendent, Superintendent Instructor of women's State facilities
- Directors of:
  - Programs for women's State facilities
  - Community Vocational Education programs
  - Life Skills Center for women's State facilities
- Vocational Counselors for women's State facilities
- Vocational Rehabilitation Counselors for women's State facilities
- Community-Education Administrator for women's State facilities
- Career Counselors for women's State facilities

SOUTHERN REGIONAL WORKSHOP
Miami, Florida

PARTICIPATING STATES:

- ALABAMA
- ARKANSAS
- FLORIDA
- GEORGIA
- LOUISIANA
- MISSISSIPPI
- NORTH CAROLINA
- OKLAHOMA
- SOUTH CAROLINA
- TENNESSEE
- TEXAS
- VIRGINIA

Educational and professional representatives:

- Wardens, Deputy Wardens, Associate Deputy Wardens of women's State facilities
- Assistant Superintendent(s) for women's State facilities
- Supervisors of Vocational Education programs
- Assistant Supervisor(s) of Trade and Industrial Education for State Education Department
- Assistant State Coordinators
- State Consultants for Special Needs Programs
- Educational Coordinators for women's State facilities